

**MOLASSES, FEATHERS AND EGG SHELLS:
ACTIVITIES FOR VISUALLY IMPAIRED
MULTI-HANDICAPPED CHILDREN**

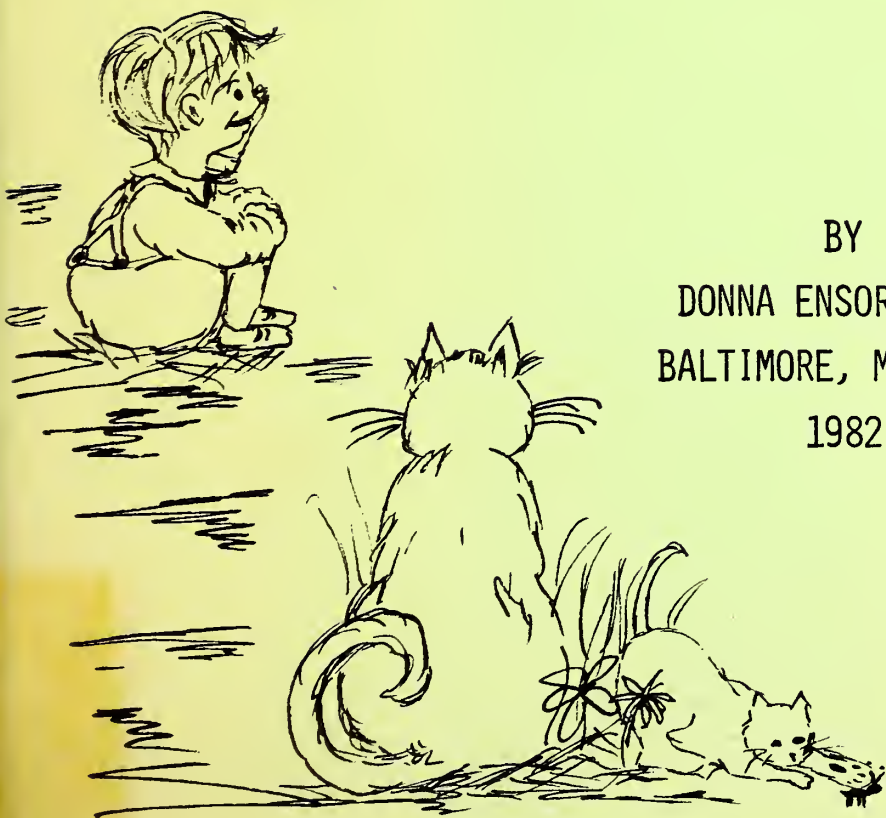
MOLASSES, FEATHERS AND EGG SHELLS

ACTIVITIES FOR VISUALLY IMPAIRED
MULTI-HANDICAPPED CHILDREN

BY

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BALTIMORE, MARYLAND

1982



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ACKNOWLEDGEMENTS

I wish to thank Dr. Richard L. Welsh, Superintendent and Mr. Dennis G. McGough, Director of Residential Services, at The Maryland School for the Blind, for providing me with ideas on how to organize and write a book as well as supporting me and the idea.

Also, special thanks to Vicky Baransky, who had to read my handwriting through several rewrites in order to type this book.

SECTION I
INTRODUCTION/METHODS



INTRODUCTION

The purpose of this book is to offer particular assistance to the residential child care workers at schools for the blind. It will assist them to develop and expand cottage activities, hobbies, and games for the visually impaired multi-handicapped child. Child care staff play a vital role in the programming for students. With a limited amount of recreation staff, they become the most important staff to guide the student to participate in a variety of recreation activities as well as providing the students with new and fun learning experiences. The students may carry over those experiences into home and community environments after school and into their adult life, so they may use their leisure time in a more constructive occupied manner.

Recreation activities incorporated within the cottage program can facilitate or reinforce the achievement of goals and objectives in other life skill areas such as socialization, daily living, environmental interactions and the development of spatial concepts, as well as providing for leisure awareness.

Recreation and play is important to the healthy development of individuals. A healthy personality needs balanced components of work, play and rest in order to maintain its equilibrium. A person who has an imbalance in any one area may be



more stressed in day to day living situations and not be able to cope with routine living situations,¹ increasing inappropriate behaviors.

Recreation and play allow for a release of excess energy and is a catharsis from day to day stresses. Play and the constructive use of leisure time allows

¹Manual, Jerilyn, "Notes from History - Philosophy of Recreation", Morgan State University, October 1980.

for a change from the routine. Play provides opportunities to become creative and allows for socialization with others.

Play is a learned behavior. Handicapped and visually impaired students may never have had the opportunity to explore, manipulate objects and engage in a variety of different activities. Therapeutic recreation services become a vital element in order to balance the child's day. A child may learn to begin to use his leisure time in a constructive manner. Many handicapped students may be in a situation of enforced leisure; that is, unable to work, they may have a large amount of free, unoccupied time on their hands. It is the challenge of therapeutic recreation to increase the use of constructive free time and decrease the self-stimulatory or abusive behaviors. Channeling the students into a more constructive and fun use of free time decreases inappropriate behaviors. Therapeutic recreation provides a planned means of intervention for students to learn how to recreate or play at their maximum level of functioning.

The need to play is fundamental to the human condition. It is through play that a child begins to develop physically, socially and emotionally. Play is a component in therapeutic recreation and needs to be learned. Recreation, in the form of play, is important to an individual's developmental and cognitive growth.

Disabled and handicapped students may not acquire play skills as readily as a normally developing child. They may not process sensory input as effectively and may not receive as many opportunities for play. With these individuals, play must be taught. Therapeutic recreation provides the interventions needed to teach the child how to play.

Multi-handicapped students learn through repetition and imitation of new behaviors. Through imitation of play and acquiring play skills, a student begins to develop a means of self-expression and a positive self-image. Play is a form of recreation; a way to experience pleasure and satisfaction.

A CHILD WATCHES, SMELLS, HEARS, WIGGLES, GRASPS, KICKS, PATS



POKES, BATS, HITS, PRESSES, SWISHES, SPLASHES, SLAPS, RUBS, POUNDS, SCRATCHES, REACHES, DUMPS, SQUEEZES, PUSHES, CRUMBLES, RELEASES, LIFTS, RIPS, STRETCHES, POURS, UNCOVERS, COVERS, STUFFS, SPREADS, SCOOPS, PULLS, KNEADS, STIRS, PINCHES, PICKS, SCRAMBLES, FILLS, TOSSES, DIGS, THROWS, MIXES, STRAINS, STRINGS, KICKS OBJECTS, PASTES, CUTS, COUNTS, MEASURES, AND TIES.

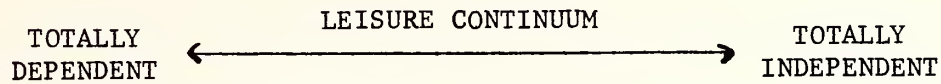
This list typifies abilities learned as the child developes. Although the list is not exact and may vary somewhat from child to child, it will enable the child care worker to determine what abilities the child has and assist in determining areas of emphasis.

Although therapeutic recreation is an important aspect of the handicapped student's program, there are a limited number of therapeutic recreation specialists to provide the services needed to a large student population. It is necessary to target individuals towards direct service through establishing a criteria that include the student's background, initial assessment of skill needs and team goal emphasis.

Consultation time is an essential element in the therapeutic recreation specialist's schedule. With a caseload of not more than twenty and a student population of a hundred, the recreation specialist becomes an important resource for child care and instructional staffs. As a resource, recreation ideas and techniques can be incorporated into other program areas. In this way the therapeutic recreation specialist may reach a hundred students while assisting with the programming for many more. While not able to be directly involved with each child, the specialist may provide supplies, ideas, resources, knowledge and techniques.

At The Maryland School for the Blind, the therapeutic recreation service is provided by recreation specialists who provide both direct and indirect services. Direct service means that the Recreation Specialist, in conjunction with the team, has targeted specific individuals to intervene with. This could be in the form

of leisure groups, individual time with the students, and gym time for students. The specialist works with students on her caseload to facilitate higher levels of leisure functioning on the continuum of skills from totally dependent to independent. The role of the specialist is to teach the student how to effectively and constructively use leisure time.



The program established at The Maryland School for the Blind models Scout Gunn and Carol Peterson's model delineating students who need intervention at the functioning level from those who need leisure guidance at the participatory level.² This model has recently been adopted by the National Therapeutic Recreation Society as part of their definition of therapeutic recreation service delivery.³

As schools have recognized the need for recreation to provide for more than free time, there was a need to provide child care staffs with resources, knowledge and a rationale for helping the student to develop leisure skills, interests and attitudes. Play can also be integrated into other goal areas such as increasing fine motor skills, conceptual development and gross motor skills.

As with the training of other life skills, each recreational skill needs to be taught in a sequence of steps from the introduction of the activity to the acquisition of necessary skills associated with it to the utilization of those skills, etc. The final step in this process is the ability to self-initiate and carry out the activity.

All children have needs. Special children who are visually impaired and multi-handicapped may have slower delayed developmental growth. Child care staff

²Gunn, Scout and Peterson, Carol, Therapeutic Recreation Program Design, Principles and Procedures, Englewood Cliffs, Chapter 1, 1978.

³National Recreation Park Association, "Philosophical Position Statement", National Therapeutic Recreation Society, Alexandria, Virginia, May 1982.

may have to take extra measures to assist them in growing and developing to their potential.

TECHNIQUES

Four factors to consider when programming an activity are planning, implementing, controlling, and evaluating. This section will provide some factors to consider when doing each of the four. In order for an activity to be successful, it must be planned for in advance. Part of the planning needs to incorporate an alternative plan to use in case of staff absences or students' behavior. In implementing and controlling the activity, the needs of the students or group need to be assessed. Does the activity need to be structured or non-structured? What kind of directions do the students need? Each activity should be evaluated at its conclusion. What was good about the activity and what could be improved in the future? Why was the activity a success or failure?

Some factors to consider in programming activities are:

- AGE: Chronological and developmental level. Students have different interests at different ages and levels of development.
- SEX: Individual skills play a greater influence than sex in determining activities. Students may not be discriminated against according to sex. (Title IX).
- SKILLS: Select activities to the skills or abilities of the participants.
- TIME: Activities should have enough time allotted for them to avoid long periods of inactivity or over crowding of schedules.
- SIZE OF GROUPS: How many people are required to carry on the activities successfully.

When planning any activity, it is important to consider all of the above factors in order to plan a successful, fun and beneficial experience for each participant.

Social objectives can be achieved through arts and crafts activities. If socialization is a key objective for the activity, remember that the individual or group is more important than the activity. If the planned activity cannot be carried through, have an alternate activity planned. A positive attitude lends



itself to a positive experience.

The environment is an important factor to consider. Is the environment safe? Is the child safe from falling, getting hooked, or touching dangerous items? Is the child offered several environments such as bedroom, activity room, and the outdoors? Is the environment stimulating? Even if the child has limited mobility, is he offered things to see, hear and do? Is he or she offered a chance to discover, explore and create for him/herself? A safe, stimulating and healthy environment is important in providing the child with opportunities to grow and develop to his/her potential.

It is necessary to know not only what the activity is and what materials are needed, but also how to teach the activity and encourage the child to perform at his maximum level of interaction. Many times, the activity is done by the child care worker for the students, instead of a mutual interaction occurring between child care staff and students. The product of a mutual interaction may not be as pretty or complex as objects the staff person makes, but there is learning taking place when the child is actively involved.

Ms. Chris Baugh, Living Skills Specialist at The Maryland School for the Blind, has formulated the following sets of "how to" guidelines to assist the child care worker in planning and implementing activities. These guidelines are important in that they enable a person who has not worked with a multi-handicapped and visually impaired child an outline of how to plan for and carry out an activity.

About the Environment:

1. *Choose your work area ahead of time; reserve the area if a reservation is necessary, before the day you need it. Think: Is it large enough? Is it the right kind of area for the project you want to do? Is the lighting adequate?*



2. Be sure you are familiar with the area in which you will be working:
Bathroom facilities, running water, work space, enough room for your full group and the project you plan to do, some means of communicating outside the area (phone, intercom, walkie-talkie).
3. Plan carefully how the children will get to and from your work area if the area is not a part of their after school environment.
4. Plan how you will clean up after the project - can the children help? Will you be cleaning up while the children are still there if they can't help? Will you have to come back later? In what "shape" should you leave the work area for the next person using it?

About the Children:

1. Keep the children in mind when you choose your project; plan projects that suit the group with which you are working; something in which they can take part, not something you will do for them and say they did it.
2. Be sure you know something about the children with whom you are working: names, general problems, skill levels, level of social interaction, physical limitations.
3. Be sure that the number of children is appropriate: small enough to fit in the area and around the work space; large enough to be fun; similar enough (one to another) to make it possible to have all participate in some part of the project.

About Your Approach:

1. Know your project thoroughly.
2. Plan a step-by-step approach from beginning to end.
3. Think out activities in the project that will provide a chance for all to participate and can, in some way, help the objective in IIP write-ups.
4. Stick to your plans, but be flexible enough to change something should an emergency arise or should a "better" approach suddenly come to mind.

5. Be sure other staff, if not working with you, know what you are doing, where you are and how long you will be working. Then, should an emergency arise, it will be easier to get help.
6. Be sure you know where other staff are so that should an emergency arise, you know where to find help.
7. Plan and note every item needed in the project. Obtain these items ahead of time.
8. Be sure to have all needed materials available at the scene of the project when your work gets underway. Have the items organized with regard to the sequence of steps in the activity.
9. Though you want spontaneity, it would be good to have a definite idea about what part of the project each child can do. Try to "keep the children with you" during the whole activity.
10. Avoid long lulls when nothing is taking place.
11. Let the children do as much as they can. (If someone can't pour, perhaps he/she can stir while someone else pours; if someone can't stir, perhaps he/she can hold the bowl when someone else stirs; if someone can't hold the bowl during stirring, perhaps he/she can get the bowl from the shelf to the work space and carry it away when the bowl is empty.)

About Some Extras:

1. Speak to the children by name or use appropriate signing.
2. Be aware of students' difficulties and skill performance levels so that no one actually fails at his part of the project.
3. Stand behind children when you show them how to do something.
4. If you can get the children's hands to do the task that you want done, it is better than just placing their hands on yours and having them feel your hands at work.
5. Avoid facing bright lights; many of our children are sensitive to lighting.

6. If the project involves intricate use of sight, be sure your children can handle this. Our Low Vision Specialist on staff can help you.
7. If a child appears unable to handle the skill and you thought he/she could or should be able to do so, note it. Share the information with appropriate staff who work with that child.
8. Give sensible, basic, clear, concise directions - practice them ahead of time if you have to.
9. Give specific directions with regard to left, right, in front of, behind, between, beside, next to, above, below, etc. Note if students seem to have trouble with these space concepts, let the appropriate staff person know.
10. Be aware that your sense of touch may not be like that of the children with whom you work. Asking "Can't you feel that?" is not always the best thing to say. You may ask "What do you feel?" instead.
11. Some textures bother children. Avoid the suggestion that the children might not like the way that something feels, but be aware that materials that seem comfortable for you may not be pleasant for others.
12. Avoid confusing noise while you are working. This is hard to do with many of our children who act out and express noisy behavior. But as the adult in charge, you can minimize some noises - avoid a blasting radio; speak in an appropriate level of loudness for the environment; avoid lengthy personal conversation; choose a work area where there is a minimum of other activity taking place.

After Thoughts:

1. After you have finished, take time - that day or the next day - to note the success or failure of the project. Note why the success or failure - of all or any part. Note possible changes for the next time. Should the project ever be done again? Always check the work area when you have completely finished. Remember, someone else may have to use it

shortly after you leave.

2. *Be sure your children get back to where they belong and that the staff working with them knows that everyone is accounted for.*
3. *If the performance of some of the children concerned you, check with your supervisor; perhaps there is information you need for the next time; perhaps you will have had a problem about which others need to know.*
4. *How did you feel about what happened - about what you did with the children?*
5. *Evaluation is the key to a successful future project. Be objective about how the activity was planned and implemented.*

Ms. Baugh has taken each aspect of planning, implementing, controlling and evaluating as a model and expanded it into a working "how to" set of activity guidelines for the child care worker.

To expand on this theme, a week's plan can be developed to complement and reinforce goal areas.

The following is an example of how one art activity, if planned, can create an activity for the child care worker to pursue through the week:

ART	STORIES	MUSIC	INDOOR	OUTDOOR
Making sun dried objects	About Sunlight	Sunshine on My Shoulders	Pot Plants	Temperature
Cellophane art	The Emperor's New Clothes	All Night All Day	Colored discs, opaque objects as windows	Nature hike observations

Each of the activities in the following sections have been done with the multi-handicapped population in the Wolfe Center at The Maryland School for the Blind. The author has compiled the activities over the years. Each one of them has been done with a group of multi-handicapped students.

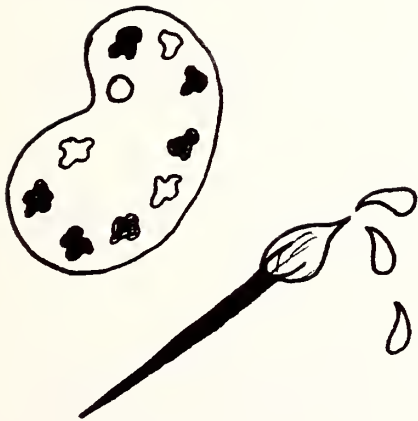
The following activities can be modified or adapted to meet specific needs of the group or individual visually impaired, multi-handicapped child.

This book was written using a wholistic approach. Play, crafts and leisure skills can integrate, incorporate and reinforce daily living skills, communication skills, socialization and conceptual development. The section on crafts specifically reflects the quality of play and recreation in the form of allowing for creativity, self-expression, flexibility, success and satisfaction. The child care worker may be able to perform routine tasks in a more enjoyable and stimulating manner.

As the population of visually impaired changes to visually impaired, multi-handicapped, so does the approach to working with these childrens' need to change. The importance of providing recreation and after school activities in a more structured and planned manner is needed. The remainder of this book can be a useful workbook and resource for you, the child care worker, to adapt and add to, as your work with the students warrants.

SECTION II

RECIPES FOR
ARTS AND CRAFTS ACTIVITIES



RECIPES FOR ARTS AND CRAFT ACTIVITIES

SECTION II DETAILS SPECIFIC ARTS AND CRAFT ACTIVITIES THAT CAN SUCCESSFULLY BE COMPLETED WITH ADVANCED PLANNING AND A MINIMUM OF MATERIALS.

THESE IDEAS ARE A FRACTION OF THE ACTIVITIES THAT CAN BE DONE. THEY ARE A RESOURCE OR BEGINNING POINT FOR CHILD CARE WORKERS; A PLACE TO BUILD OTHER ACTIVITIES ON.

THESE ACTIVITIES CAN BE ADAPTED TO FIT THE SPECIFIC NEEDS OF THE STUDENTS THE CHILD CARE WORKER DEALS WITH DURING THE DAILY ROUTINE.

ACTIVITIES MAY BE MORE SUITED TO A CERTAIN FUNCTIONING LEVEL. THESE LEVELS WILL BE DETAILED FOR MOST ACTIVITIES IN THE BOOK. THE ACTIVITY LEVEL KEY IS:

<u>A VARIETY OF FUNCTIONING LEVELS:</u>	ACTIVITY CAN BE UTILIZED WITH CHILDREN EXHIBITING A WIDE RANGE OF HANDICAPS.
<u>DEVELOPMENTALLY DISABLED:</u>	ACTIVITY MORE SUITED TO MODERATELY RETARDED INDIVIDUALS.
<u>LIFE SKILLS:</u>	A MORE SOPHISTICATED ACTIVITY SUITED TO A HIGHER FUNCTIONING INDIVIDUAL.
<u>SPH:</u>	ACTIVITY MORE SUITED FOR SEVERELY AND PROFOUNDLY HANDICAPPED INDIVIDUALS.

MANY OF THESE ACTIVITIES CAN BE ADAPTED TO COMPENSATE FOR THE CHILD'S HANDICAPS, WHILE STILL ALLOWING FOR THE ENJOYMENT OF PARTICIPATION IN THE ACTIVITY.

RECIPES FOR ARTS AND CRAFT ACTIVITIES

APPLE CUT OUTS

CONSTRUCTION PAPER
KNIFE
APPLES
TEMPRA PAIN



CUT A FLAT EDGE ON APPLES. CUT A DESIGN IN THE FLAT EDGE OF APPLES. DIP IN TEMPRA PAINT AND STAMP ON CONSTRUCTION PAPER.

FACILITATES GROSS MOTOR, FINE MOTOR, HAND-EYE COORDINATION. ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. APPLES MAY NEED TO BE PREPARED FOR SEVERELY AND PROFOUNDLY HANDICAPPED STUDENTS. FOOD FOR BORDERS ON STATIONARY AND CARD DESIGNS.

APPLE HEAD DOLLS

APPLES
KNIFE
WOODEN BLOCKS (OPTIONAL)

ASSORTED FABRICS
YARNS

PEEL APPLES AND CARVE A FACE IN EACH. LEAVE THE APPLES OUT FOR SEVERAL DAYS TO AIR DRY ON A WINDOW SILL. AFTER APPLE FACES ARE DRIED, ADD A WOODEN OR CLOTH BODY. MAKE COSTUMES FROM ASSORTED FABRICS. GLUE YARN ON FOR HAIR. (FACES WILL BE VERY SHRUNKEN AND WRINKLED.)

FACILITATES TACTILE STIMULATION AND FINE MOTOR. DEVELOPMENTALLY DISABLED AND LIFE SKILLS LEVELS MAY PARTICIPATE.

BAG OF TRICKS

FILL PAPER SACKS OR SMALL BAGS WITH TWO OF ANYTHING FAMILIAR TO THE STUDENTS. PENCILS, CUPS, TOOTHBRUSHES, SOCKS, SPOONS, BALLS, ETC. HAVE STUDENTS PUT HANDS IN BAG AND TELL WHAT THEY ARE HOLDING BY TOUCH ONLY. BLIND FOLD THOSE WHO CAN SEE.

HOLD AN IDENTICAL OBJECT IN YOUR HAND AND SEE IF THEY CAN FIND ITS MATE BY TOUCH.

NAME AN OBJECT AND SEE IF STUDENT CAN FIND THE MATE. TALK ABOUT IT; WHAT IT DOES, HOW IT LOOKS, ETC. EXAMPLE:

EXAMPLE: HARD AND LONG AND YOU EAT WITH IT (SPOON)
SOFT AND GOES ON YOUR FOOT (SOCK)



HAVE A STUDENT PULL OUT ONE OBJECT. TALK ABOUT HOW IT LOOKS AND WHAT IT DOES. LET EVERYONE FEEL IT. THEN HAVE THE NEXT STUDENT TRY TO FIND AN OBJECT LIKE IT.

A VARIETY OF FUNCTIONING LEVELS CAN PARTICIPATE. FACILITATES LOOKING, REACHING, IN-OUT, PROBLEM SOLVING, NAMING, FEELING, GRASPING, PERCEPTUAL-MOTOR, ALIKE-DIFFERENT CONCENTRATION, DISCRIMINATION, FOLLOWING COMMANDS, AND LISTENING.

BOOKENDS

FELT
FABRIC
PASTE

RIBBON
SCISSORS
BRICKS

CUT FELT TO WRAP AROUND BRICKS. PASTE FELT TO BRICKS. DECORATE WITH RIBBON AND FABRIC. CAN ALSO BE USED AS A DOOR STOP.

A VARIETY OF FUNCTIONING LEVELS CAN PARTICIPATE. FACILITATES ARTS AND CRAFTS AND FINE MOTOR, PINCHER GRASP, CUTTING, AND CONCEPT OF ON-OFF.

BOTTLES

BOTTLES
TAPE
MAGAZINES
NEWSPAPERS

SCISSORS
GLUE
SHELLAC
PAINT BRUSH



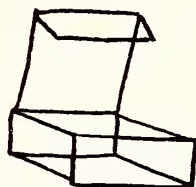
DECORATE BOTTLES BY PASTING PICTURES AND SAYINGS FROM MAGAZINES

AND NEWSPAPERS. MAKE A COLLAGE. SHELLAC, LET DRY, AND SHELLAC AGAIN. MAKES A NICE GIFT. YOU CAN EVEN PUT SEVERAL TISSUE FLOWERS IN IT. COVER THE BOTTLES COMPLETELY. AN ALTERNATIVE WOULD BE TO COVER THE BOTTLES COMPLETELY WITH MASKING TAPE AND PAINT.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES ARTS AND CRAFTS, FINE MOTOR AND TEXTURES.

BOX SCULPTURE

BOXES
TAPE
GLUE
SCISSORS



PAINT
FABRIC
CONSTRUCTION PAPER
MAGAZINES AND NEWSPAPER

COLLECT A VARIETY OF SMALL, MEDIUM AND LARGE BOXES. DECORATE, PAINT AND GLUE TOGETHER.

CAN ADAPT FOR ANY LEVEL OF FUNCTIONING. FACILITATES ALIKE-DIFFERENT DISCRIMINATION, GROSS MOTOR, FINE MOTOR AND COLORS.

BREAD DOUGH PROJECTS

1 CUP SALT
2 CUPS FLOUR
1 CUP WATER



CAN MAKE ORNAMENTS, HAND AND FOOT PRINT PLAQUES, WOOD AND DOUGH PLAQUES.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES GRASPING, SENSORY STIMULATION, HARD-SOFT DISCRIMINATION.

BUILD A BIRD HOUSE



PRE-FAB BIRD HOUSE: SAND, SHELLAC, PUNCH OUT, AND PUT TOGETHER;
OR,

MILK CARTON BIRD HOUSE: CUT OUT HOLE IN CARTON AND ATTACH A STRING

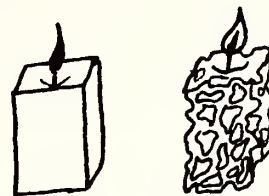
TO THE TOP. HANG IN TREE AND PUT OUT FEED.
THEN YOU CAN HAVE A BIRD WATCHING ACTIVITY.

LIFE SKILLS CAN BUILD BIRDHOUSES. ANY LEVEL OF FUNCTIONING CAN FEED BIRDS. FACILITATES FINE MOTOR, OUTDOOR AND NATURE.

CANDLES

5 POUNDS OF WAX
POT
SPOON

CRAYONS
MILK CARTONS (QUARTS OR PINTS)
WICKS



MELT WAX IN A PAN OVER MEDIUM HEAT. MELT CRAYONS IN WAX FOR COLOR. POUR INTO MILK CARTONS. DO NOT FORGET A WICK. FOR ICED CANDLES, POUR WAX OVER ICE CUBES IN CARTONS.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED CAN PARTICIPATE. FACILITATES CONCEPTS OF EMPTY-FULL, SOLID-LIQUID, POURING.

CANS

PRINGLE CANS OR COFFEE CANS, BEANS - MAKE RATTLES
CUTTINGS, SOIL, CAN - MAKE PLANT POTS.
CANS, COLORED PAPER, WAX PAPER, PASTE, SCISSORS - CUT OUT ENDS OF CANS, PRESS BITS OF COLORED PAPER BETWEEN WAX PAPER. ATTACH TO ONE END OF CAN AND HOLD TO LIGHT.
CANS, WAX, WICKS, SCENT - CANDLES WITH OR WITHOUT SCENTS.
CANS CAN BE DECORATED WITH A VARIETY OF MATERIALS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES CREATIVITY, ARTS AND CRAFTS, FINE MOTOR, GRASP, EMPTY-FULL.

CELLOPHANE

BRUSHES
SMALL CANS
CELLOPHANE

PAINT - TEMPRA
TAPE - MASKING OR CELLOPHANE

TAPE CELLOPHANE SHEETS TO WINDOW. LET CHILD PAINT ON CELLOPHANE. ALLOW TO DRY. LIGHT SHINING THROUGH MAKES A TRANSLUCENT MURAL.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. ADAPTION FOR SPH WOULD BE TO MAKE CELLOPHANE HAND AND FOOT PRINTS AND THEN PUT IN WINDOW. FACILITATES CLEAR-OPAQUE, COLORS, FINE AND GROSS MOTOR.

CHRISTMAS WREATH

STRAW WREATH - WRAP WITH RIBBON AND ADD PRETTY BOW.

CHICKEN WIRE OR WIRE FRAME - WIRE ON PINE CONES. ADD RIBBONS AND GLITTER.

STYROFOAM WREAT - ADD RIBBONS AND GLUE ON BIRD SEEDS. HANG OUT FOR BIRDS.

LIFE SKILLS TO DEVELOPMENTALLY DISABLED CAN PARTICIPATE. FACILITATES HOLIDAY CONCEPT, FINE AND GROSS MOTOR SKILLS AND TEXTURES.

CLOVE BALL

ORANGE
RIBBON

CLOVES
PINS OR GLUE



STICK CLOVES INTO ORANGE WITH PINS OR ATTACH WITH GLUE AND HANG WITH RIBBON.

ALL LEVELS OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR AND OLFACTORY STIMULATION.

CRAYON ETCHINGS

CONSTRUCTION PAPER

CRAYONS

COVER PAPER WITH VARIOUS COLORS OF CRAYON, COMPLETELY FILLING THE PAPER WITH CRAYON. COVER WITH BLACK CRAYON. ETCH A DESIGN WITH A PIN OR BOBBIE PIN.

CRAYON ETCHINGS

CONSTRUCTION PAPER

CRAYONS

COVER PAPER WITH VARIOUS COLORS OF CRAYON, COMPLETELY FILLING THE PAPER WITH CRAYON. COVER WITH BLACK CRAYON. ETCH A DESIGN WITH A PIN OR BOBBIE PIN.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES ARTS AND CRAFTS, FINE MOTOR, AND COLOR IDENTIFICATION.

CREPE PAPER PROJECTS

BRAIDED CREPE PAPER CAN BE ROLLED AND GLUED TO MAKE COASTERS.

BRAIDED, WRAPPED AND GLUE AROUND BOTTLES TO MAKE A FLOWER VASE.

MILD LEVELS CAN PARTICIPATE. STUDENTS MUST HAVE FINE MOTOR AND ABILITY TO BRAID.

CUT-OUTS

CONSTRUCTION PAPER
TAPE

SCISSORS



CUT OUT DESIGNS IN PAPER AND STRING ACROSS DOOR. HANG IN HALL.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED CAN PARTICIPATE. FACILITATES FINE MOTOR, CIRCLE-SQUARE CONCEPTS.

DESIGN

MAPLE SEED DESIGNS ON PAPER.

SEEDS, PAPER, PAINT

FABRIC STRIP DESIGNS

CLIP PICTURES AND CRAYON OVER

ALL LEVELS CAN PARTICIPATE. FACILITATES TACTILE STIMULATION, SENSORY STIMULATION AND FINE MOTOR.

DOLL CLOTHING

MAKE CLOTHING FROM REMNANTS AND SCRAPS. CHILDREN WILL LEARN HAND-EYE COORDINATION. THIS WILL BE PRACTICE FOR MENDING THEIR OWN CLOTHES.

LIFE SKILLS IS THE APPROPRIATE LEVEL OF PARTICIPATION. FACILITATES FINE MOTOR, SEWING, AND IN-OUT CONCEPTS.

EASTER ACTIVITIES

DYE EGGS

MARBLIZE PAINTINGS WITH EGG DYE - PULL PAPER THROUGH WATER WITH MARBLE DYE.

MAKE COTTON EASTER BUNNIES

HAVE EGG HUNTS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

EGGSHELL STAINED GLASS

EGG SHELLS

GLUE

PAPER TOWELS

CONSTRUCTION PAPER

FOOD COLOR

BOWLS

PUT CRACKED EGG SHELLS IN SMALL BOWLS OF FOOD COLOR MIXED WITH WATER. FOUR (4) DROPS OF FOOD COLOR TO 1/2 CUP OF WATER. THIS WILL DYE THE SHELLS. AFTER SHELLS ARE DYED WITH VARIOUS COLORS, PLACE ON PAPER TOWELS TO DRY. ONCE DRIED, GLUE SHELLS ONTO CONSTRUCTION PAPER.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES COLOR IDENTIFICATION, FINE MOTOR AND GROSS MOTOR.

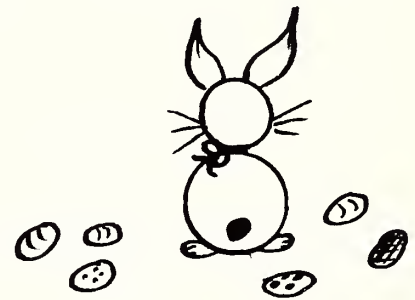
FELT WALL HANGINGS

FELT

GLUE

SCISSORS

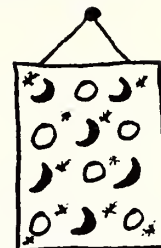
SEQUINS AND BUTTONS



GLUE DESIGNS ON FELT AND HANG ON WALL. DECORATE WITH SEQUINS AND BUTTONS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

GLASS WAX ART



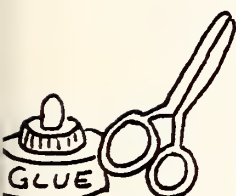
GLASS WAX
SPONGES

DRY CLOTH
WINDOWS

RUB GLASS WAX ON WINDOWS. ALLOW TO DRY. LET CHILDREN DRAW ON WINDOWS WITH FINGERS. WHEN FINISHED, THEY CAN USE CLOTHES TO CLEAN WINDOWS AND ERASE ART.

FACILITATES DAILY LIVING SKILLS, AND GROSS MOTOR. LIFE SKILLS TO DEVELOPMENTALLY DISABLED LEVELS CAN PARTICIPATE.

GLUE



SPICE AND GLUE - WRITE NAME OR DESIGN IN GLUE. USE DIFFERENT SPICES TO COVER IT. (SMELL AND TOUCH)

GRAVEL AND GLUE - WRITE NAME OR DESIGN IN GLUE. USE DIFFERENT COLORED ROCKS TO COVER IT. (COLORS)

GLUE PICTURES ON PAPER AND ATTACH TO WALL.

GLUE MATERIALS ONTO CONSTRUCTION PAPER TO MAKE COLLAGES.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES TACTILE STIMULATION, GRASPING, FINE MOTOR AND SENSORY STIMULATION.

HALLOWEEN ACTIVITIES



DECORATE PUMPKINS - CUT OUT, PAINT OR DRESS UP.
PICK PUMPKINS.

MAKE CONSTRUCTION PAPER PUMPKINS, CATS, BATS, ETC.

PAINT WINDOWS WITH TEMPERA PAINT. WASH WINDOWS AFTER THE HOLIDAY. IT IS A GREAT REINFORCER FOR DAILY LIVING SKILLS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

HAND AND FOOT PRINTS

TEMPRA PAINTS
CONSTRUCTION PAPER

BREAD DOUGH
MUSLIN

PAINT FEET AND HANDS. PRESS INTO BREAD OR DOUGH. MAKE POSTERS, SHEETS, SCARFS, ECT. ALLOW CHILDREN TO WASH PAINT OFF HANDS AND FEET.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES DAILY LIVING SKILLS, HYGIENE, BODY PARTS, TEXTURES.

IRON-ON PICTURES

WAX PAPER
IRON
FLOWERS
TISSUE PAPER SCRAPS

CONSTRUCTION PAPER
BEANS
MATERIALS SCRAPS
RIBBON

PUT ITEMS (FLOWERS, MATERIAL, RIBBON, ETC.) ON A PIECE OF WAX PAPER. PLACE ANOTHER PIECE OF WAX PAPER OVER THE FIRST AND IRON. BORDER PICTURE WITH CONSTRUCTION PAPER AND HANG IN THE WINDOW. AN ADULT SHOULD IRON OR SHOULD SUPERVISE THE ACTIVITY CLOSELY.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES TACTILE STIMULATION, GRASPING, PLACING, ORDERING MATERIAL.

JEWELRY BOXES

SCRAP MATERIAL
CONSTRUCTION PAPER
SCISSORS

RIBBON
GLUE
CANS (COFFEE, POTATO CHIP, SOUP)

COVER CANS WITH SCRAPS OF MATERIAL AND RIBBON OR DOILIES AND CONSTRUCTION PAPER. GOOD FOR MOTHER'S DAY, CHRISTMAS AND VALENTINE'S DAY. YOU CAN ALSO USE EGG CARTONS AND BOXES.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR, TACTILE STIMULATION.



JEWELRY - CORN

NEEDLE
CORN
WATER

DENTAL FLOSS
PAN
FOOD COLOR (OPTIONAL)

SOAK CORN KERNELS IN WARM WATER FOR AN HOUR. WHEN SOFT, THREAD NEEDLE WITH DENTAL FLOSS AND STRING. TIE AT A BRACELET OR NECKLACE LENGTH. ADAPTATION: ADD FOOD COLOR TO WATER TO CHANGE CORN KERNEL COLOR.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR, CONCEPT OF HARD AND SOFT, AND IN AND OUT.

JEWELRY IDEAS

STRING BEADS TO MAKE BRACELETS, NECKLACES.
USE POP BEADS TO MAKE BRACELETS, NECKLACES.
TIE A OBJECT TO A RIBBON TO MAKE COLLAR CHOKERS.
SAND SMALL HUNKS OF WOOD AND MAKE NAME PINS FOR FAMILY WITH ALPHABET NOODLES. SHELLAC AND GLUE A PIN TO THE BACK.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

LEAF COLLECTION

LEAVES
POSTERBOARD
CONSTRUCTION PAPER
MAGIC MARKER

BOOKS
PAINT
GLUE

PRESS LEAVES INBETWEEN BOOKS. THEN PASTE ON POSTERBOARD AND LABEL. YOU CAN ALSO MAKE LEAF PRINTS BY PLACING A LEAF ON PAPER AND PAINTING OVER LEAF. TAKE THE LEAF OFF AND FRAME THE OUTLINE OF THE LEAF.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS OF FUNCTIONING CAN PARTICIPATE. FACILITATES OUTDOOR AND NATURE, HOBBIES AND GRASP.

MAKE-UP

LIPSTICK APPLICATION
NAIL CARE

EYE MAKE-UP APPLICATION
HAIR CARE



ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. EXCELLENT FOR LIFE SKILLS AND DEVELOPMENTAL DISABLED LEVELS OF FUNCTIONING. FACILITATES SELF-IMAGE, SELF-CONFIDENCE, SELF-HELP SKILLS AND SELF-ESTEEM.

MARACAS

FLOUR	} OR USE WALLPAPER	BALLOONS	
WATER		PASTE	RICE
PAINT			NEWSPAPERS

MIX PAPER MACHE (1 CUP FLOUR TO 1/2 CUP WATER MAKES A LOOSE PASTE). DIP STRIPS OF NEWSPAPER IN MIXTURE AND PLACE OVER BLOWN UP BALLOON. WHEN PAPER HAS DRIED OVER THE BALLOON, POP THE BALLOON. FILL WITH PIECES OF RICE AND PAINT. CAN BE USED ALL YEAR AS A TOY AND ADAPTED TO ALL LEVELS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES MIXING MEDIUMS, SOLID, GAS, SOUND, FINE MOTOR.

* DO NOT USE COLORED NEWSPAPER TO PAPER MACHE; IT WILL NOT ADHERE.

MASKS (PAPER MACHE)

NEWSPAPER
TEMPRA PAIN
PAINT BRUSHES

FLOUR
WATER



CRUMBLE A LARGE MOUND OF NEWSPAPER. COVER WITH STRIPS DIPPED IN PAPER MACHE MIXTURE (2 CUPS FLOUR TO 1 CUP WATER). WHEN DRY, REMOVE CRUMBLED PAPER FROM THE OVERLAY AND PAINT WITH TEMPRA PAINTS TO FORM A MASK.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES GRASPING, SMOOTH - ROUGH CONCEPT, AND FINE MOTOR.

MASKS (HALLOWEEN, ANIMALS, CIRCUS)

LARGE BALLOONS
STARCH

SOFT, LIGHTWEIGHT FABRIC

INFLAT BALLOON LARGER THAN CHILD'S HEAD. CUT FABRIC LARGE ENOUGH TO COVER HALF OF THE BALLOON WITH A LITTLE EXCESS MATERIAL ALL AROUND. DIP FABRIC IN UNDILUTED LIQUID STARCH OR STRONG SOLUTION OF POWDERED

STARCH WITH WATER. SMOOTH OVER BALLOON. WORK OUT ALL WRINKLES. ALLOW FABRIC TO DRY AND THEN PUNCTURE BALLOON. TRIM MASKS TO FIT CHILD'S FACE. CUT EYE HOLES, PUNCH A HOLE ON EACH SIDE FOR STRING. LET CHILD DECORATE MASKS. PUT OVER AN UPTURNED BOWL TO KEEP FROM SMASHING THE MASK. GLUE TISSUE PAPER ON FOR FALSE HAIR. IF MASK GETS LOOSE AFTER USE, PUT OVER BALLOONS AND SPRAY WITH SPRAY STARCH. DRY ON BALLOON.

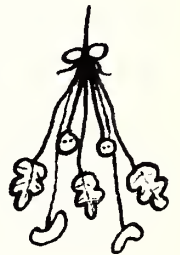
ANY LEVE OF FUNCTIONING CAN PARTICIPATE. FACILITATES BLOWING, EYE-HAND COORDINATION, PERCEPTURAL-MOTOR, CUTTING, GLUING PAINTING, BODY IDENTIFICATION, DIRECTIONAL, FOLLOWING COMMANDS, PROBLEM SOLVING AND TOUCH.

MOBILE IDEAS

STRING

COAT HANGER

MOBILE MATERIAL (CLAY, BUTTONS, LEAVES, SEQUINS, ETC.)



CLAY MOBILES; NATURE MOBILES; PAPER OR CLOTH MOBILES IN VARIOUS TEXTURES AND COLORS. STRING CLAY, NUTS, BUTTONS ON VARIOUS LENGTHS OF STRING. TIE ONTO COAT HANGER. HANG IN CHILD'S ROOM OR HALLWAY.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES SENSORY STIMULATION, KNOT TYING, PINCH GRASP AND OBJECT IDENTIFICATION.

MOLASSES AND FEATHERS



PLACE MOLASSES ON TABLE AND PUT A FEATHER IN THE MIDDLE. HAVE CHILD PICK IT UP. PLACE A DAB OF MOLASSES ON A BODY PART. PUT FEATHER ON THE MOLASSES. HAVE CHILD PICK IT UP REFORCING ARM, LEG, NOSE, ETC. REPLACE FEATHERS WITH FORM CHIPS, DECORATION CANDY DOTS, CHEERIOS, ETC.

EXCELLENT ACTIVITY FOR SPH. FACILITATES AN INTEGRATED ACTIVITY THAT CAN REINFORCE BODY PART IDENTIFICATION, PINCH GRASP, TEXTURES, AND SELF-HELP SKILLS IN THE CLEAN UP PROCESS.

MOSIACS (GENERAL)

POSTERBOARD OR 1/2"x 12"x 12" BOARD
GLUE
MOSIAC MATERIALS

MAKE BEANS, SEEDS, MACARONI (PASTA), BUTTONS, ETC. GLUE OBJECTS ONTO POSTERBOARD. MAKE SPECIFIC DESIGNS OR GLUE AT RANDOM.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILIATES FINE MOTOR, OBJECT IDENTIFICATION AND CONCEPTS OF ON/OFF.

MOSIACS (FLOWERS)

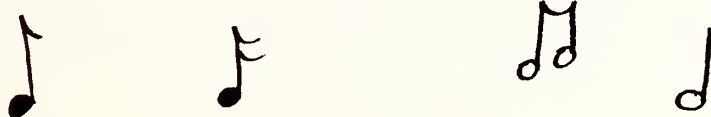
LARGE SHEET OF
CONSTRUCTION PAPER
PAPER
SCISSORS

PAINT BRUSH
MODGE PODGE (BOUGHT)
GLUE
COLORED CONSTRUCTION PAPER

DRAW A FLOWER ON A LARGE PIECE OF CONSTRUCTION PAPER. CUT TINY SQUARES OF CONSTRUCTION PAPER AND GLUE ONTO DRAWN FLOWER. MODGE PODGE WHOLE THING OR BRUSH WITH A MIXTURE OF ELMER GLUE AND WATER (1 PART GLUE TO 2 PARTS WATER).

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILIATES Pincer GRASP, FINE MOTOR, TEXTURES, COLOR DISCRIMINATION.

MUSIC



IF A CHILD LIKES MUSIC. HE CAN LISTEN, BUT COORDINATION CAN BE IMPROVED IF YOU TEACH THE CHILD TO DANCE. TRY THE JITTERBUG AND WALTZ. ENCOURAGE MOVEMENT OF ANY KIND; SIDE TO SIDE, LIFTING ARMS, ETC.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILIATES CONCEPTS OF LOUD AND SOFT, GROSS MOTOR, GOOD PHYSICAL EXERCISE FOR WHEELCHAIR STUDENTS IF YOU ADAPT MOVEMENTS TO MUSIC FOR THEM.

MUSICAL INSTRUMENTS

MAKE YOUR OWN DRUM OUT OF OATMEAL BOX, WAX PAPER, POPSICKLE STICKS, AND A RUBBER BAND.

TEACH CHILDREN HOW TO PLAY A SPOON OR COMB.

PLAY THE PIANO.

PLAY THE FLUTAPHONE OR RECORDER.

PLAY CYMBALS, BLOCKS, ZYLOPHONE.

PLAY THE AUTOHARP AND GUITAR.

PLAY BELLS, TAMBOURINES, WOODBLOCKS.



ANY LEVEL OF FUNCTIONING CAN PARTICIPATE BY LISTENING. FACILITATES LISTENING SKILLS, AS WELL AS A MEANS OF EXPRESSION AND COMMUNICATION; LOUD AND SOFT CONCEPTS. PLAYING INSTRUMENTS INCREASES WRIST MOVEMENTS, RHYTHM, HAND COORDINATION.

NATURE STAINED GLASS

WAX PAPER

LEAVES

YARN

GLITTER

CONSTRUCTION PAPER

IRON

PLACE LEAVES AND GLITTER BETWEEN TWO PIECES OF WAX PAPER. IRON THE PICTURE. BORDER, TRIM OR FRAME WITH BLACK CONSTRUCTION PAPER. HANG WITH YARN FROM WINDOW.

CAN BE ADAPTED FOR ANY LEVEL OF FUNCTIONING TO PARTICIPATE. FACILITATES ENVIRONMENTAL AWARENESS, DAILY LIVING SKILLS, NATURE AND FINE MOTOR.

NIGHT PICTURES

BLACK CONSTRUCTION PAPER

WHITE CHALK

DRAW LINES OR SHAPES ON BLACK CONSTRUCTION PAPER WITH WHITE CHALK.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES VISUAL TRACKING AND FINE MOTOR.



ORNAMENTS (HOLIDAYS)

STYROFOAM CONES, CIRCLES, SQUARES

PAINT

SEEDS, MACARONI, SEQUINS, PINS, RIBBON, SHELLS

GLUE

COVER STYROFOAM SHAPES WITH ANY OF THE ABOVE MATERIALS. PUNCH A HOLE INTO STYROFOAM SHAPE AND HANG WITH STRING OR PIN RIBBON INTO STYROFOAM TO HANG.

ANY LEVEL CAN PARTICIPATE. FACILITATES SHAPE DISCRIMINATION, FINE MOTOR AND TACTILE DISCRIMINATION.

PAINT BLOTS

PAPER
BRUSHES

VARIOUS COLORED PAINTS
PAPER TOWELS

DAB PAINT ON PAPER (HEAVY PAINT SPOTS WILL NOT DRY) WITH BRUSH. AFTER ALL PAINT SPOTS ARE DOWN, FOLD PAPER IN HALF AND SPREAD THE PAINT TO COVER THE INSIDE FOLDED PAPER. OPEN UP PAPER AND LOOK AT THE BEAUTIFUL DESIGN! ALLOW TO DRY, DECORATE ROOM OR WINDOWS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES GROSS MOTOR, FOLDING, AND PRESSING.

PAINTING

BODY PAINTS

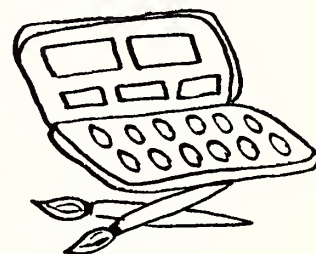
SAND PAINTING

PAINT ON SHEETS TO HANG ON WALLS

MARBLIZED PAINTING WITH EASTER EGG DYE

PAINTING WITH TEMPRA PAINTS

FINGER PAINTS
PAINT BANNERS



ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES COLOR DISCRIMINATION, FINE MOTOR, GROSS MOTOR, TEXTURES, AND EXPERIMENTATION WITH DIFFERENT MEDIUMS.



PAPER CHAINS

CONSTRUCTION PAPER
GLUE

SCISSORS

CUT STRIPS OF CONSTRUCTION PAPER 2" BY 4" IN LENGTH. FOLD STRIPS ONE AT A TIME, OVERLAPPING TO FORM A CHAIN AND PASTE TOGETHER. FORM A CHAIN OF LOOPS.

DEVELOPMENTAL DISABLED LEVELS CAN PARTICIPATE.

PAPER CONES

CONSTRUCTION PAPER (8½ x 11") GLUE
STRING



FOLD AND GLUE CONSTRUCTION PAPER INTO CONES. HANG FROM THE CEILING INVERTED WITH STRING. OPTIONAL: CONES MAY BE DECORATED BY PAINTING OR GLUEING ON GLITTER, SEQUINS, ETC.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES UP/DOWN CONCEPTS, SHAPES, AND GRASPING.

PAPER TUBES

TOILET PAPER ROLL
STRING

PAPER TOWEL ROLL
WRAPPING PAPER ROLL

BANG TUBES ON DIFFERENT SURFACES SO THAT THE CHILD CAN LISTEN TO DIFFERENT SOUNDS. HAVE CHILD GRASP A TUBE AND HIT IT AGAINST DIFFERENT SURFACES. PUSH TUBES AND WATCH THEM ROLL. COMPARE LENGTHS. DROP DIFFERENT OBJECTS DOWN THE TUBES. LOOK THROUGH TUBES. STRING TUBES TOGETHER. TALK THROUGH THE TUBES.

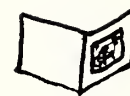
ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES EYE/HAND COORDINATION, IN/OUT CONCEPTS, SOUNDS, GRASPING, AUDITORY STIMULATION AND LISTENING SKILLS.



PICTURE CARDS

CONSTRUCTION PAPER (8½x11")
PHOTOS
SCISSORS

MAGAZINES
GLUE
MAGIC MARKERS OR PAINT



MAKE CARDS FOR ANY OCCASION. CUT PICTURES FROM OLD MAGAZINES OR FROM CONSTRUCTION PAPER (8½ x 11"). FOLD ONE SHEET OF CONSTRUCTION PAPER IN HALF. GLUE PICTURES ONTO THE OUTSIDE OF CARD. SIGN THE INSIDE WITH YOUR NAME OR HANDPRINT. GOOD FOR MOTHER'S DAY. OPTIONAL: TAKE A PICTURE OF THE CHILD AND PUT IT ON THE CARD.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE AND GROSS MOTOR. LIFE SKILLS - PHOTOGRAPHY, AND LEARNING CAMERA USE.

PINE CONE BIRD FEEDERS

PINE CONES
BIRD SEED

PEANUT BUTTER
STRING



COVER PINE CONES WITH PEANUT BUTTER AND ROLL IN BIRDSEED. ATTACH A STRING TO THE PINE CONES. HAVE CHILDREN HANG THEM IN TREES. WATCH AS BIRDS COME TO EAT THE SEED. ESPECIALLY GOOD ACTIVITY WHEN IT SNOWS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES OUTDOOR AND NATURE (WINTER), ROLLING AND REACHING.

PLANTS

SEEDS
SOIL
WATER



PLANT CUTTINGS OR SEEDS
STYROFOAM CUP

TAKE A PLANT CUTTING OR FRUIT SEED AND PLANT IN A STYROFOAM CUP. EXPLAIN EACH STEP (CUP, DIRT, PLANT, GROW, WATER) AND TURN THE CARE OF THE PLANT OVER TO THE CHILDREN.



ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES OUTDOOR AND NATURE, LIFE CYCLE, RESPONSIBILITY, DAILY LIVING SKILLS (CLEAN UP).

PLAY DOUGH

PLAY DOUGH ALLOWS A CHILD TO SQUISH, PAT, MOLD AND POKE.
IT ENCOURAGES THE USE OF HAND, FINGERS, AND WRIST MUSCLES.

THE CHILD CAN ASSIST IN THE PUTTING TOGETHER OF RAW INGREDIENTS, PARTICIPATING IN MORE AND MORE STEPS EACH TIME. (RECIPES IN SECTION IV)

POTATO STAMPS



POTATOES

KNIFE

CONSTRUCTION PAPER

PAINT, INK OR DYE

WHITE COTTON SQUARES (OPTIONAL)

CUT A FLAT EDGE ON PEELED POTATOES (CUT THE POTATO IN HALF TO GET A FLAT EDGE). CUT A DESIGN IN THE FLAT EDGE OF POTATOES. DIP THE EDGE WITH THE DESIGN IN PAINT, INK OR DYE AND STAMP ON FABRIC OR CONSTRUCTION PAPER.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS CAN PARTICIPATE. FACILITATES CREATIVITY, FINE MOTOR, PRESSING, DAILY LIVING SKILLS (CLEAN UP).

POTS

CLAY

FLOWER POTS

GLUE

MATERIAL SCRAPS

SPRAY ACRYLIC

SCISSORS

CUT OUT SMALL SQUARES OF MATERIAL AND GLUE ONTO A POT. MODGE PODGE OR SPRAY WITH ACRYLIC.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR, COLORS, AND DIFFERENT FABRIC TEXTURES.



PUPPETS (HAND OR FINGER PUPPETS)

MATERIAL OR FELT SQUARES
SCISSORS
NEEDLE AND THREAD OR GLUE

YARN
STYROFOAM BALL

CAN BE MADE OUT OF SCRAPS OF MATERIAL USING STYROFOAM FOR HEADS. CUT OUT PUPPET FORM, BACK AND FRONT. SEW OR GLUE TOGETHER. INSERT STYROFOAM IN THE HEAD (OR COTTON). DECORATE WITH YARN AND FELT. A PUPPET THEATRE MAY BE AVAILABLE OR ONE CAN BE MADE OUT OF A CARD-BOARD BOX. STUDENTS CAN MAKE UP THEIR OWN SHOW AND PRESENT IT TO THEIR FLOOR OR UNIT.



LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS CAN MAKE PUPPETS AND PUT ON THE SHOW. ANY LEVEL OF FUNCTIONING CAN PARTICIPATE IN ATTENDING THE PERFORMANCE. FACILITATES CREATIVITY, SEWING SKILLS, DRAMA AND CONFIDENCE BUILDER.

RAINBOWS AND RAIN

CONSTRUCTION PAPER
SHAKER CONTAINERS (SALT,
PARMESAN CHEESE)

TEMPRA PAINT

PLACE PAINT IN SHAKER CONTAINER. SHAKE SEVERAL COLORS ONTO A PIECE OF CONSTRUCTION PAPER. TAKE OUT INTO THE RAIN OR A SPRINKLER FOR A FEW MINUTES. BING IN AND PLACE ON A FLAT TABLE TO DRY.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES WRIST MOVEMENT, CONCEPT OF WET AND DRY, AND COLORS.

ROCK PAPERWEIGHT

ROCKS
FELT
PAINT BRUSHES

ACRYLIC PAINT
GLUE

GATHER SMALL OVAL ROCKS. ON THE TOP, STENCIL OR PAINT A DESIGN. ON



THE BOTTOM, GLUE A PIECE OF FELT. ALLOW TO DRY. DEPENDING ON THE SOPHISTICATION OF THE PROJECT, ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES CONCEPT OF HEAVY AND LIGHT, GRASPING AND COLORING. ALSO OUTDOOR AND NATURE DURING ROCK GATHERING.

SALT PAINTING

SALT
CONSTRUCTION PAPER
SALT CONTAINER

FOOD COLOR
MAGIC MARKERS

PUT TWO DROPS OF FOOD COLOR IN SMALL CONTAINER OF SALT. SHAKE TO COLOR SALT. MAKE A GLUE DESIGN ON THE CONSTRUCTION PAPER. SPRINKLE COLORED SALT ON GLUE DESIGN.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR, AWARENESS OF TEXTURES AND WRIST MOVEMENTS.

SAND CASTING

SAND
PLASTER OF PARIS
PAPER CLIP

PIE DISH - 8"
BOWL

PLACE WET SAND IN AN 8" PIE DISH. MAKE DESIGNS IN SAND (HANDPRINTS OR MORE COMPLICATED DESIGNS). POUR PLASTER IN THE DESIGN AND LET DRY. YOU MAY PLACE A PAPER CLIP IN THE WET MOLD IF THE OBJECT IS TO BE HUNG.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES CONCEPTS OF WET/DRY, IN/OUT, AND WORKING WITH DIFFERENT TEXTURES.

SEWING CARDS

PAPER HOLE PUNCH
OLD SHOE LACES OR
COLORED YARN

CARDBOARD (8"x8" SQUARES)



PUNCH HOLES IN CARDBOARD. HAVE CHILDREN SEW AROUND HOLES WITH OLD LACES OR COLORED YARN.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS ARE ABLE TO PARTICIPATE. STUDENTS MUST HAVE MOBILITY AND MOVEMENT TO SEW; Pincer GRASP TO GATHER YARN. FACILITATES UP AND DOWN AND IN AND OUT.

SHAVING CREAM ACTIVITY

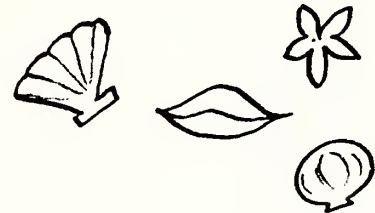
OBTAIN A BIG PLASTIC SHEET OR SHOWER CURTAIN. PLACE SHAVING CREAM IN THE MIDDLE OF THE PLASTIC SHEET. PLACE THE CHILDREN IN THE SHAVING CREAM AND SPIN THEM. LET THEM FEEL IT, TOUCH IT AND EXPLORE. PUT ON KNEES, ELBOWS, ETC. LET THE CHILD POKE, PAT, FEEL AND SMELL IT, SWISH, SCOOP AND MOLD. WATCH OUT FOR EYES. IF CREAM GETS IN AN EYE, FLUSH EYE IN COLD WATER.

SPH LEVEL CAN PARTICIPATE. FACILITATES BODY PARTS AND IDENTIFICATION AND DIFFERENT TEXTURES.

SHELLS

SEA SHELLS
MAGNET
SHELLAC

GLUE
PAINT
PAINT BRUSHES



GLUE SHELLS TOGETHER TO MAKE ANIMALS AND OTHER VARIOUS SHAPES. PAINT AND/OR SHELLAC SHELLS. GLUE A SMALL MAGNET TO THE BASE OF THE SHELL AND USE AS A REFRIGERATOR MAGNET.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES SHAPE DISCRIMINATION, FINE MOTOR AND GRASPING.

SILHOUTTES

BUTCHER BLOCK PAPER
GLUE
CRYONS
PAINT

MAGIC MARKERS
MAGAZINES
SCISSORS
PAINT BRUSHES



TRACE CHILD'S TOTAL BODY OR BODY PARTS ONTO PAPER AND CUT OUT. HAVE THE CHILD CUT OUT INTERESTING PICTURES FROM MAGAZINES AND PASTE THEM ONTO THE FORM OR HAVE THE CHILD COLOR HIMSELF.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES SELF-IMAGE, SELF-AWARENESS, AND FINE MOTOR.

SNOWMAN (WEATHER PERMITTING)

SNOW

LARGE BOWL OR PLASTIC BAG

BRING SNOW IN FROM OUTSIDE IN A PLASTIC BAG FOR SNOWMAN BUILDING ACTIVITY. ALLOW CHILDREN TO TOUCH, TASTE AND SMELL THE SNOW. INVOLVE CHILDREN AS MUCH AS POSSIBLE IN BUILDING THE SNOWMAN.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES GRASPING, SQUISHING, TEXTURES, AND SOLIDS INTO LIQUIDS. EXCELLENT ACTIVITY FOR SPH POPULATIONS.

SPONGE PRINT

SPONGE PIECES
TEMPRA PAINTS

CONSTRUCTION PAPER



DIP SPONGE INTO PAINT AND PRESS IT ONTO PAPER TO MAKE DESIGNS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES COLOR DISCRIMINATION, GRASPING AND ABSORPTION.

STAINED GLASS WINDOW

GLUE
CONSTRUCTION PAPER

CELLOPHANE
SCISSORS

CUT A DESIGN IN THE CENTER OF TWO PIECES OF CONSTRUCTION PAPER. IN THE CENTER OF THE TWO SHEETS INSERT COLORED CELLOPHANE. GLUE TOGETHER. HANG IN A WINDOW TO ALLOW THE SUN TO SHINE THROUGH.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS CAN PARTICIPATE.
FACILITATES FINE MOTOR, CUTTING, CONCEPT OF OPAQUE AND TRANSPARENT.

STRING ART

DIFFERENT COLORS OF PAINT STRING
CONSTRUCTION PAPER

DIP STRING IN THE PAINT AND DRAG THE STRING OVER PAPER IN VARIOUS PATTERNS. USE TWO TO THREE COLORS FOR THE BEST EFFECT. USE A DIFFERENT STRING FOR EACH COLOR.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR, COLOR IDENTIFICATION, Pincer GRASP, CONCEPT OF TOP, BOTTOM AND ACROSS.

TAPE BOTTLES

MASKING TAPE TEMPRA PAINTS
BOTTLES DRIED FLOWERS

PUT SMALL SQUARES OF MASKING TAPE OVER COKE, TAB, ETC. BOTTLES. COVER COMPLETELY. PAINT WITH TEMPRA PAINT. PUT DRIED FLOWERS WHICH THE STUDENTS HAVE COLLECTED IN THE BOTTLES.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR, TEARING, CUTTING, COLLECTING, PLANNING, OUTDOOR AND NATURE.

TEARING

MAGAZINES PAPER
RAGS

SPH LEVEL - TEAR PICTURES OUT OF OLD CATALOGS, RAGS OR NEWSPRINT INTO STRIPS.

LIFE SKILLS LEVEL - TEAR CORNERS OFF OF A PIECE OF PAPER WHICH HAS BEEN FOLDED TWICE. OPEN UP AND PRETTY PATTERNS WILL HAVE BEEN MADE.



HINT: TORN PAPER STRIPS OF PAPER CAN BE USED TO STUFF A PAPER BAG FOR CATCH.

HINT: TORN CHIPS OF COLORED PAPER CAN BE GLUED TO A LARGER PIECE OF PAPER SHAPED LIKE A VALENTINE, AN EGG, A WREATH, ETC. FOR SEASONAL DECORATION.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES EYE-HAND COORDINATION, FEELING, FOLDING, FINGER MUSCLES, LOOKING, GRASPING, AND WRIST MUSCLES.

TEXTURES

BOWLS (3 OR MORE)
COOKED SPAGHETTI
SALT

SAND
GRANOLA

FILL BOWLS WITH VARIOUS TEXTURES: SAND, COOKED PASTA, GRANOLA, ETC. HAVE CHILDREN FEEL THE DIFFERENCE IN TEXTURES. DISCUSS. THE SAME CAN BE DONE WITH DIFFERENT TEXTURED FABRICS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES FINE MOTOR, WRIST MUSCLES, PINCH GRASPS, AND TACTILE DISCRIMINATION.

THANKSGIVING



MAKE TURKEY HAND PRINTS BY DRAWING AROUND CHILD'S HAND AND FINGERS. CUT OUT AND GLUE FEATHERS ON TURKEY OR COLOR FEATHERS AND FEATURES WITH CONSTRUCTION PAPER. ON WHITE NEWSPRINT USE CRAYONS, FEATHERS, AND GLUE.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES BODY AWARENESS AND HOLIDAY AWARENESS.

TIE DYEING

COTTON CLOTH
RUBBER BANDS
DYE

SHIRTS
STRING
WATER

SALT
IRON

DYE CONTAINER

SIMMER DYE (SALT ADDS COLOR FASTNESS - 2 TABLESPOONS) IN A CONTAINER. BUNCH CLOTH AND TIE IT TIGHTLY WITH RUBBER BANDS. PUT CLOTH IN CLEAR WATER TO SOAK THEN PLACE IT IN THE DYE. LET SHIRT OR CLOTH COOK FOR 5 MINUTES, STIRRING CONSTANTLY. REMOVE AND RINSE UNTIL WATER RINSES CLEAR. REMOVE RUBBER BANDS AND HANG TO DRY. WHEN DRY, IRON SHIRT OR CLOTH.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS CAN PARTICIPATE. FACILITATES IN-OUT, COLORS, STIRRING, TYING, AND DAILY LIVING SKILLS.

TISSUE PAPER

CONSTRUCTION PAPER
GLUE

TISSUE PAPERS (SEVERAL COLORS)

DRAW A DESIGN ON CONSTRUCTION PAPER AND DECORATE IT WITH TISSUE PAPER TO CREATE A 3-D EFFECT.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES WRIST MOVEMENT, PINCH GRASP, FLAT AND RAISED CONCEPTS.

TORN PAPER PICTURES

COLORED PAPER
PASTE OR GLUE

CONSTRUCTION PAPER

MAKE PICTURES BY USING TORN PIECES OF COLORED PAPER. GLUE OR PASTE ONTO ANOTHER PIECE OF CONSTRUCTION PAPER.

FACILITATES EYE/HAND COORDINATION, FINGER MUSCLES, GRASPING, AND TEARING.

VALENTINE'S DAY

RED & WHITE CONSTRUCTION PAPER





GLITTER

COTTON AND/OR PAPER

CUT OUT HEARTS. DECORATE HEARTS WITH GLITTER. MAKE HEART PILLOWS. GLUE TWO HEARTS TOGETHER AND STUFF WITH PAPER.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

WALNUT ANIMALS

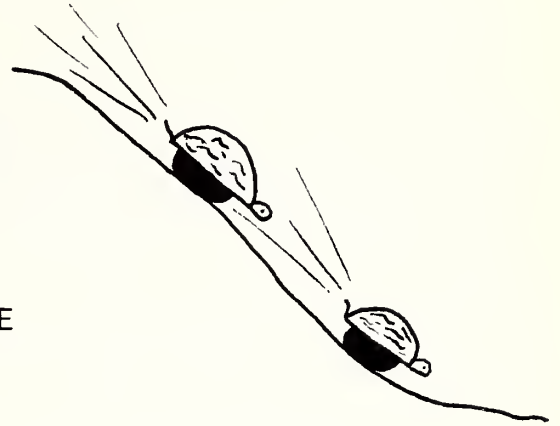
WALNUTS

FELT

BOOK OR OTHER FLAT SURFACE

GLUE

MARBLE



HALVES OF WALNUT SHELLS ARE THE ANIMAL'S BODY. BITS OF FELT ARE ATTACHED FOR THE EYES AND TAIL. WHEN COMPLETE, PLACE A MARBLE UNDERNEATH AND THE ANIMALS WILL RACE DOWN A SLANTED, FLAT SURFACE.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES EYE/HAND COORDINATION AND CUTTING. OPTION: DECORATE WALNUT SHELLS FOR CHRISTMAS ORNAMENTS WITH FELT AND SEQUINS.

WEAVING

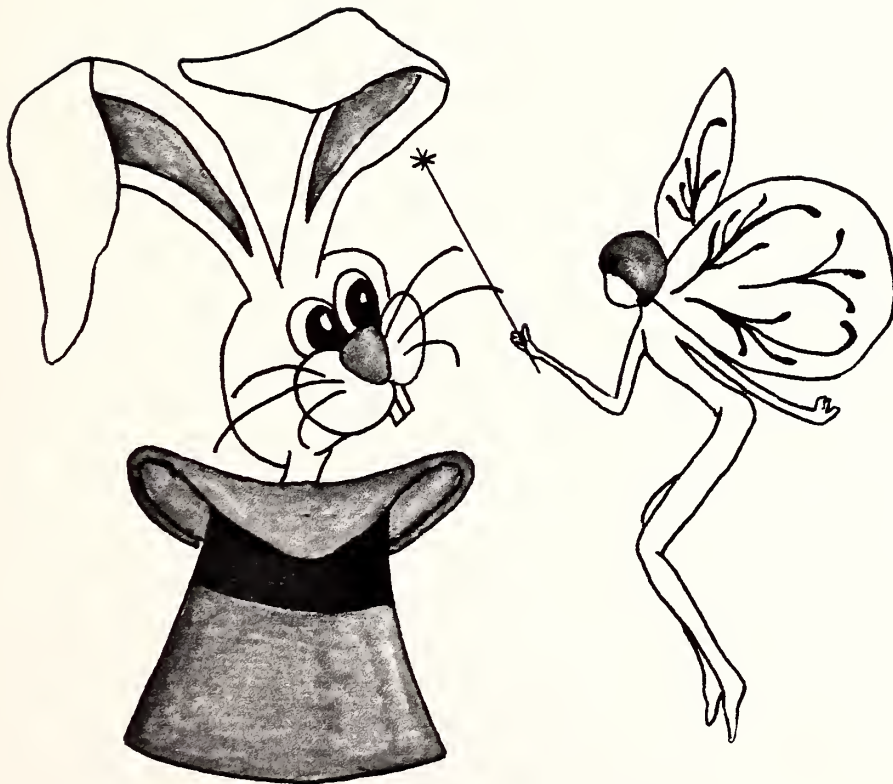
CONSTRUCTION PAPER (2 TO 4 PIECES OF 9"X 12" OR 18"X 24")

SCISSORS

DRAW LINES ON PAPER ALMOST TO THE EDGES AND CUT. MAKE PLACE MATS BY WEAVING SINGLE STRIPS OF COLORED PAPER THAT HAS BEEN CUT ALONG DRAWN LINES. WEAVE A STRIP UNDER ONE, OUT AND OVER THE NEXT. WORK ACROSS THE MAT, CONTINUING TO WEAVE UNTIL THE MAT IS FINISHED.

LIFE SKILLS AND DEVELOPMENTALLY DISABLED LEVELS CAN PARTICIPATE. FACILITATES CONCEPTS OF IN-OUT, OVER-UNDER AND WEAVING.

SECTION III
RECIPES FOR CONCEPT DEVELOPMENT





RECIPES FOR CONCEPT DEVELOPMENT

RECIPES FOR CONCEPT DEVELOPMENT INCORPORATES ACTIVITIES INTO THIS BOOK THAT ARE, WHILE NOT ARTS AND CRAFTS, HELPFUL IN DEVELOPING CONCEPTS (SUCH AS GROSS MOTOR, EMPTY-FULL, AND WEATHER DRESSING). THESE ACTIVITIES RANGE FROM A SAMPLING OF FOOD RECIPES TO PLAY-GROUNDS, GAMES AND WINTER ACTIVITIES.

THEY ARE LISTED IN ALPHABETICAL ORDER FROM APPLE TO WINTER. THIS SECTION WILL HELP PROVIDE THE CHILD CARE WORKER WITH A WIDER VARIETY OF ACTIVITIES TO INCORPORATE INTO THE WEEK.



RECIPES FOR CONCEPT DEVELOPMENT

APPLE CRISP

6-8 APPLES

3/4 CUP BROWN SUGAR

1/4 CUP FLOUR

3 TABLESPOONS BUTTER

BUTTER A 9 X 13" PAN. CUT UP APPLES AND PLACE IN BUTTERED PAN. ADD FLOUR AND STIR. MIX BROWN SUGAR AND BUTTER. SPRINKLE OVER THE DISH. BAKE AT 350⁰ UNTIL GOLDEN BROWN; ABOUT 45 MINUTES.

DEVELOPMENTALLY DISABLED CAN PARTICIPATE. FACILITATES DAILY LIVING SKILLS, MEASURING, AND EMPTY-FULL CONCEPTS.

APPLE GATHERING (FALL)

GROUP WALKS OR ARE WHEELED TO THE APPLE ORCHARD TO GATHER APPLES.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES GROSS MOTOR, ENVIRONMENTAL INTERACTION, ORIENTATION AND MOBILITY.

APPLE PIE

PIE PLATE

WATER

KNIFE

FLOUR

MILK

COOKING OIL

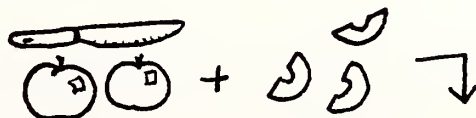
EACH RECIPE IS DIFFERENT. YOU MAY MAKE A PIE AS SIMPLE OR AS COMPLEX AS THE NEEDS OF THE STUDENTS DICTATE.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

APPLESAUCE

10 SLICED APPLES

1 CUP SUGAR



3 CUPS WATER

CINNAMON TO TASTE





PEEL AND CORE APPLES. PUT IN A POT WITH ENOUGH WATER SO THAT IT DOES NOT STICK. BOIL APPLES DOWN. STIR. ADD 1 CUP SUGAR AND CINNAMON TO TASTE.

SPH STUDENTS MAY NEED ALREADY PREPARED APPLES, BUT STUDENTS CAN STIR, ADD SUGAR AND SPICES. . FACILITATES FINE MOTOR, DAILY LIVING SKILLS, OLFACTORY DEVELOPMENT, POURING, CUTTING AND STIRRING. A VARIETY OF FUNCTIONING LEVELS CAN PARTICIPATE.

BOBBING FOR APPLES

TUB
WATER

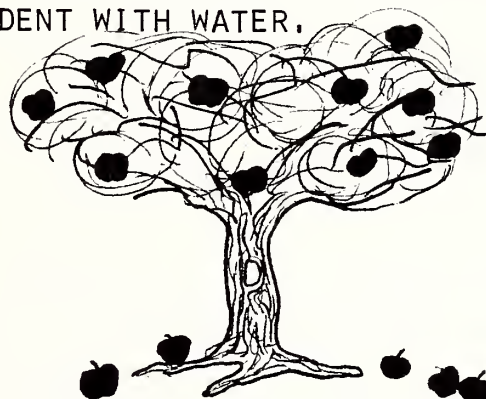
APPLES
TOWELS

HAVE STUDENTS BOB FOR THE APPLES. FOR THOSE WHO CANNOT BOB IN THE TRADITIONAL WAY, HAVE THEM CATCH THE APPLES IN THE WATER WITH THEIR HAND. HAVE PLENTY OF TOWELS AVAILABLE FOR CLEAN-UP.

A VARIETY OF FUNCTIONING LEVELS MAY PARTICIPATE. FACILITATES EYE COORDINATION, AND FAMILIARIZES STUDENT WITH WATER.

CANDY APPLES

PAN
2 DOZEN APPLES
CARAMELS OR KIT
POPSICLE STICKS
WAX PAPER



CRUSHED PEANUTS (OPTIONAL)

CANDY APPLES CAN BE MADE BY MELTING DOWN KRAFT CARAMEL SQUARES OR BY BUYING PACKETED KITS IN THE GROCERY STORE. AFTER DIPPING APPLES IN MEDIUM, PLACE ON WAX PAPER TO COOL. YOU MAY ROLL IN CRUSHED PEANUTS.

A VARIETY OF FUNCTIONING LEVELS MAY PARTICIPATE. FACILITATES FINE MOTOR, DAILY LIVING SKILLS, AND OLFACTORY DISCRIMINATION.



BABY DOLLS

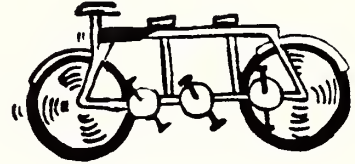
UNDRESS, DRESS AND WASH DOLLS.

A VARIETY OF FUNCTIONING LEVELS MAY PARTICIPATE. FACILITATES INDEPENDENT PLAY, ROLE PLAYING, FINE MOTOR. HELPS CHILD IN SELF-HELP AND DAILY LIVING SKILLS.

BIKES

TANDEM BIKES
SMALL TWO-WHEELER
ADAPTIVE BIKES

TRICYCLES
SCOOTERS



PARTICIPANTS NEED TRUNK CONTROL. SOME ADAPTIVE BIKES MAY BE AVAILABLE FOR THE MORE SEVERELY IMPAIRED INDIVIDUALS.

FACILITATES GROSS MOTOR, PHYSICAL EXERTION, INDEPENDENT PLAY, GRASPING AND BALANCE.

BUTTER

1 PINT HEAVY CREAM

1 JAR WITH LID

PUT HEAVY CREAM IN JAR AND COVER TIGHTLY WITH LID. HAVE STUDENTS SHAKE TO MUSIC UNTIL BUTTER IS MADE. MAY TAKE 10-15 MINUTES, DEPENDING ON HOW HARD THE JAR IS SHAKEN.

MAY BE DIFFICULT FOR SEVERELY AND PROFOUNDLY HANDICAPPED STUDENTS AS GRASP IS NEEDED. MORE APPROPRIATE FOR LIFE SKILLS AND DEVELOPMENTALLY DISABLED. FACILITATES FINE MOTOR, GROSS MOTOR AND CONCEPTS OF SOLIDS AND LIQUIDS.

DINNER

FIX DINNER IN THE KITCHEN FOR YOUR GROUP.

- HOME ATMOSPHERE

- SELECT YOUR OWN DINNER
- EXPOSE CHILDREN TO PREPARATION OF MEAL
- ENJOY YOURSELF (AWAY FROM THE CAFETERIA)

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES DAILY LIVING SKILLS. CAN BE ADAPTED TO SUIT THE NEEDS OF ANY CHILD.

DOLLS

FANTASY ACTIVITY. GOOD SOLIDTARY OR GROUP PLAY.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES WASHING DOLLS WHICH HELPS TO REINFORCE THEIR OWN SELF-HELP SKILLS.

EXERCISE

SIT UPS, PUSH UPS, BICYCLING, ETC.

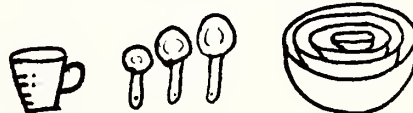
DEVELOPS COORDINATION, IMPROVES GROSS MOTOR, AND THE ABILITY TO FOLLOW DIRECTIONS IN A STRUCTURED ACTIVITY. EXERCISES CAN BE DEVISED TO FIT THE NEEDS OF ANY LEVEL OF FUNCTIONING. PHYSICAL THERAPY IS A RESOURCE TO GET SPECIFICS FOR EACH CHILD.

FOOD ACTIVITIES

CUPS, SPOONS, BOWLS, POTS, ETC. AND INGREDIENTS

MIXING AND MEASURING CAKES, TUNA FISH, JELLO, FRESH ORANGE JUICE, PEANUT BUTTER AND JELLY, KOOL AIDE, PUDDING, POP CORN, ETC. ADAPTATIONS: FINGERPAINT WITH VANILLA PUDDING (ADD FOOD COLORS FOR COLOR); GROW PLANTS FROM FRUIT SEEDS.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

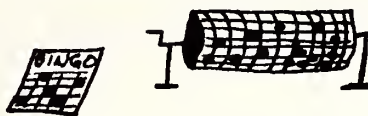


GAMES

BINGO, CHESS, CARDS, TIC-TAC-TOE, TOSS AROUND, ETC.



CHECK CLOSETS FOR GAMES, MAKE UP YOUR OWN ADAPTATIONS. GAMES CAN BE ADAPTED TO SUIT THE NEEDS OF INDIVIDUAL CHILDREN. ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.



MIRRORS

MIRRORS REFLECT AND ARE SMOOTH AND COOL TO THE TOUCH. MIRRORS CAN SHOW INTERACTIONS AND ALLOW FOR IMITATION TO OCCUR.

BODY IDENTIFICATION - TOUCH YOUR NOSE, CHILD'S NOSE, SAY NOSE, ETC.

BLOW BUBBLES OR FEATHERS IN FRONT OF THE MIRROR.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES SELF-CONCEPT AND SELF-IMAGE.

NATURE HIKES

LOOK AND LISTEN FOR SQUIRRELS AND BIRDS. LISTEN TO THE WATER IN SPRINGS OR BROOKS. COLLECT MATERIALS TO MAKE MOBILES TO HANG IN CHILDREN'S ROOMS. MAKE A NATURE COLLAGE. FEEL THE BARK OF DIFFERENT TREES. FIND ACORNS AND EXPLAIN WHAT THEY ARE AND THE LIFE CYCLE OF THE TREE.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES OUTDOOR AND NATURE, ENVIRONMENTAL AWARENESS AND TEXTURES. MORE DETAILED EXPLORATIONS CAN MAKE THIS AN EXCELLENT ACTIVITY FOR LIFE SKILL STUDENTS.

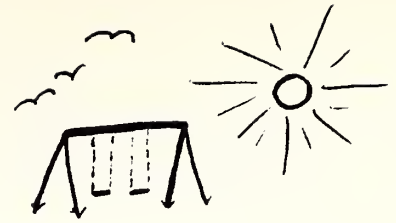


PLAY

RIDE BIKES, ROLLER SKATE, RUN THE TRACK, PLAY BALL, SLIDE, ROLL DOWN HILLS, PLAYGROUND ACTIVITY, WAGON RIDES, PING PONG, ETC. ETC. ETC...

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. ADAPT THE ACTIVITY TO THE CHILD OR THE GROUP. FACILITATES A WIDE VARIETY OF NEEDS; AND IS A RELEASE FOR EXCESS ENERGY, ALLOWS FOR RELAXATION.

PLAYGROUNDS

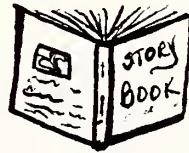


LOCAL COMMUNITY PARKS AND PLAYGROUNDS
LOCAL PUBLIC SCHOOL PLAYGROUNDS

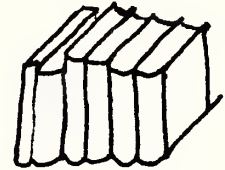
ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES GROSS AND FINE MOTOR, PHYSICAL EXERCISE, ENVIRONMENTAL INTERACTION.

STORY TIME

BOOKS
RECORDER



TALKING BOOKS



HAVE THE CHILD TELL A STORY TO YOU. YOU TELL A STORY TO THE CHILDREN. READ A BOOK AND ASK QUESTIONS. PLAY A TALKING BOOK TO THE CHILDREN.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES ATTENTIVENESS, COMMUNICATION SKILLS, LISTENING SKILLS. LOW KEY ACTIVITY.

TAPE RECORDERS

CASSETTE TAPE RECORDER

CASSETTE TAPES

TAPE ENVIRONMENTAL SOUNDS SUCH AS RAIN, WIND, FLUSHING TOILETS, ETC. TAPE VOICES OR STORIES, TAPE ANY VOCALIZATION OF NON-VERBAL CHILDREN, AND/OR TEACH CHILDREN HOW TO USE RECORDER PROPERLY.

ANY LEVEL OF FUNCTIONING CAN PARTICIPATE DEPENDING ON ACTIVITY GOAL. FACILITATES SOUND DISCRIMINATION, ENVIRONMENTAL AWARENESS, SURVIVAL SKILLS, AND PROPER USE OF EQUIPMENT.

WATER PLAY



WATER PLAY AT BATH TIME WITH DIFFERENT CONTAINERS. PUT AN ICE CUBE ON A TRAY AND LET THE CHILD EXPLORE, POKE, PAT AND FEEL IT MELT. PROVIDE SPONGES FOR SQUEEZING AND DIFFERENT TOYS. ENCOURAGE



EYE/HAND COORDINATION BY POURING AND SCOOPING. MAKE BOATS FROM MILK CARTONS AND/OR CORKS. FLOATING ON TOP OF THE WATER BECOMES A NEW CONCEPT.

WATER PLAY ALLOWS A CHILD TO PAT, RUB, SQUEEZE, FEEL TEMPERATURES, GRASP, POUR AND HEAR. WATER PLAY SHOULD ALWAYS BE SUPERVISED, EVEN WITH SMALL AMOUNTS OF WATER.



ANY LEVEL OF FUNCTIONING CAN PARTICIPATE.

WINTER ACTIVITIES

SLED RIDING
SNOW ANGELS
ICE SCULPTING



SKIING
SNOW CONES
SNOW MEN



ANY LEVEL OF FUNCTIONING CAN PARTICIPATE. FACILITATES ORIENTATION AND MOBILITY IN DIFFERENT CONDITIONS, GROSS MOTOR AND APPROPRIATE WEATHER DRESSING.



SECTION IV

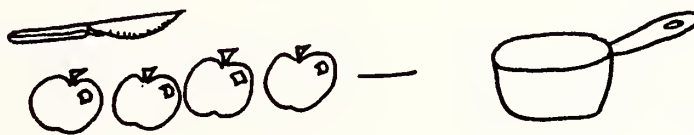
RECIPES FOR MAKING ACTIVITY MATERIALS



RECIPES

MANY TIMES, MIXING, STIRRING AND COOKING CAN BE INTEGRATED INTO ARTS AND CRAFT ACTIVITIES BY THE CHILD AND CHILD CARE WORKER BY MAKING THE WORKING MEDIUM FROM SCRATCH. ONE ACTIVITY CAN SPAN OVER A PERIOD OF SEVERAL DAYS, FROM A PILE OF SEPARATE INGREDIENTS TO A COMPLETED, PAINTED PROJECT.

THE BLANK PAGES PROVIDED AT THE END OF THE BOOK ARE FOR YOUR OWN RECIPES AND ARTS AND CRAFT IDEAS. PLEASE EXPAND THE RESOURCE BOOK FOR YOUR USE.





RECIPESCLAY FOR CRAFTS

- 1 CUP CORNSTARCH
- 2 CUPS BAKING SODA
- 1-1/4 CUPS WATER

COMBINE CORNSTARCH AND BAKING SODA IN A PAN. ADD WATER. PLACE OVER MEDIUM HEAT AND COOK UNTIL DOUGH-LIKE. TURN ONTO A COUNTER AND KNEAD WELL. COVER WITH A DAMP CLOTH TO KEEP PLIABLE. STORE IN A PLASTIC BAG. AFTER MOLDING, LET CLAY HARDEN AND PAINT.

EASEL PAINT - RECIPE I

- | | |
|-------------------------------|------------------|
| 1/3 CUP WATER | BLENDER |
| 1/4 CUP LIQUID STARCH | SPATULA |
| 1- 1 POUND CAN POWDERED PAINT | MEASURING CUPS |
| 1 TABLESPOON SOAP POWDER | MEASURING SPOONS |

POUR LIQUIDS INTO A BLENDER. GRADUALLY BLEND POWDERED PAINT. ADD SOAP POWDER AND BLEND. PAINT SHOULD BE SMOOTH AND THICK. FOR A THINNER PAINT, ADD MORE LIQUID (WATER AND STARCH).

EASEL PAINT - RECIPE II

- | | |
|----------------------------|------------------|
| 1 PART POWDERED PAINT | PAN |
| 2 PARTS POWDERED DETERGENT | MEASURING CUPS |
| 2 PARTS WATER | SPOON OR SPATULA |

MIX PAINT AND DETERGENT TOGETHER. SLOWLY MIX WATER, TRYING TO ELIMINATE THE FORMATION OF LUMPS.

FINGER PAINT - RECIPE I

- | | |
|----------------------------|----------------------------|
| 1 CUP LAUNDRY STARCH (DRY) | SAUCE PAN |
| OR 1 CUP CORNSTARCH | MEASURING CUPS |
| 1 CUP COLD WATER | SPATULA |
| 4 CUPS BOILING WATER | EGG BEATER |
| 1 CUP IVORY FLAKES | PLASTIC CONTAINER |
| 1/4 CUP TALCUM POWDER | FOOD COLOR (ADD FOR COLOR) |



FINGER PAINT - RECIPE I (CONTINUED)

PUT THE STARCH IN A LARGE SAUCE PAN. ADD COLD WATER. STIR UNTIL THERE ARE NO LUMPS. CONTINUE TO STIR WHILE ADDING BOILING WATER. COOK OVER MEDIUM HEAT UNTIL CLEAR. WHEN MIXTURE THICKENS, ADD SOAP FLAKES AND TALCUM POWDER. REMOVE FROM HEAT. BEAT WITH EGG BEATERS UNTIL SMOOTH. MIXTURE WILL BE THICK. STORE IN A PLASTIC CONTAINER IN THE REFRIGERATOR.

FINGER PAINT - RECIPE II

1 PART LIQUID SOAP
4 PARTS LIQUID STARCH
POWDERED TEMPRA

BOWL
MEASURING CUPS
SPATULA

ADD SOAP TO LIQUID STARCH AND LET CHILDREN USE THIS MIXTURE ON A SMOOTH, WASHABLE SURFACE. SPRINKLE TEMPRA TO PROVIDE COLOR ONTO THE LIQUID AND STIR.

FINGER PAINT (No Cook) - RECIPE III

1 CUP DRY LAUNDRY STARCH
1 CUP COLD WATER
3 CUPS SOAP FLAKES
FOOD COLOR

BOWL
SPATULA
MEASURING CUPS

MIX ALL THE INGREDIENTS TOGETHER FOR A NO COOK FINGER PAINT. THE TEXTURE WILL NOT BE AS THICK AS THE COOKED VARIETY.

MODELING "GOOP"

2/3 CUPS WATER
2 CUPS SALT
1/2 CUP WATER
1 CUP CORNSTARCH
BEADS, COLORED MACARONI
(OPTIONAL)

BOWLS
MEASURING CUPS
MEASURING SPOONS
SAUCE PAN

ADD 2/3 CUPS WATER TO SALT IN SAUCE PAN. STIR AND COOK OVER MEDIUM HEAT, STIRRING 4-5 MINUTES. REMOVE FROM HEAT. MIX 1/2 CUP WATER WITH CORNSTARCH IN A SEPARATE CONTAINER. STIR. ADD CORNSTARCH



MODELING "GOOP" (CONTINUED)

MIXTURE TO SALT MIXTURE. RETURN TO LOW HEAT AND STIR. THE "GOOP" WILL THICKEN. REMOVE FROM HEAT AND BEGIN MOLDING. OBJECTS SUCH AS BEADS AND MACARONI MAY BE ADDED TO MODELS. STORE UNUSED PORTIONS IN AN AIRTIGHT CONTAINER OR PLASTIC BAG. "GOOP" WILL HARDEN IF PLACED OUTDOORS IN THE SUN.

PAPER MACHE - RECIPE I

2 CUPS FLOUR

1 CUP WATER

MIX TOGETHER. WHEN MIXTURE IS SOUPY, IT IS TIME TO DIP NEWSPAPER STRIPS IN MIXTURE. BEST FOR TEMPORARY PROJECTS SUCH AS PINADA'S. YOU MAY NEED TO ADD FLOUR OR WATER UNTIL MIXTURE IS THE CONSISTENCY OF PEA SOUP. TAKES A LONG TIME TO DRY.

PAPER MACHE - RECIPE II

3 CUPS WALLPAPER PASTE

1/4 TEASPOON OIL

MIX 3 CUPS OF WALLPAPER PASTE WITH 1/4 TEASPOON OF OIL. THIS IS ONE OF THE BEST PAPER MACHE MEDIUMS. MEDIUM DRYING TIME.

PAPER MACHE - RECIPE III

1 QUART ELMER'S GLUE

1 PINT WATER

MIX ELMER'S GLUE AND WATER TOGETHER. THIS PAPER MACHE MEDIUM IS QUICK DRYING AND EFFECTIVE, BUT IS ALSO EXPENSIVE. BEST FOR SMALL PROJECTS SUCH AS MAKING PAPER MACHE BRACELETS.

PAPER MACHE - RECIPE IV

2 CUPS FLOUR

1 TEASPOON ALUM

1 CUP WATER

1 CUP ELMER'S GLUE

MIX ALL INGREDIENTS TOGETHER. MEDIUM DRYING TIME.

* DO NOT USE COLORED NEWSPRINT (COMICS) TO PAPER MACHE.



PLAY DOUGH - RECIPE I

2 CUPS FLOUR
 1 TEASPOON OIL
 ENOUGH WATER TO MAKE
 MIXTURE INTO A BALL.

1 CUP SALT
 SPOT OF FOOD COLORING

SPH LEVEL - POUND, PINCH, SQUISH IN FINGERS.

ANY OTHER LEVEL - CUT OUT WITH JAR TOPS, DESIGNS WITH FORK, SNAKES, BALLS, PUT PIECES TOGETHER TO MAKE ANIMALS.

FACILITATES FINGER MUSCLES, WRIST MUSCLES, GRASPING, MIXING, PINCHING, POUNDING, ROLLING, SOFT-HARD CONCEPTS, TEXTURES, AND TOUCHING.

PLAY DOUGH - RECIPE II

2 CUPS FLOUR
 1-1/4 CUP SALT
 1 CUP WATER

1 TABLESPOON OIL
 SPOT OF FOOD COLORING

MIX ALL INGREDIENTS TOGETHER TO MAKE YOUR OWN PLAY DOUGH AND COLORS.

PLAY DOUGH - RECIPE III

4 CUPS FLOUR
 1/4 CUP TEMPRA
 1/4 CUP SALT
 1-1/2 CUP COLD WATER
 1 TABLESPOON OIL

BOWL
 MEASURING CUPS
 MEASURING SPOONS

MIX FLOUR, PAINT AND SALT. MIX WATER AND OIL. KNEAD THE MIXTURE AS YOU ADD LIQUID. IF TOO STIFF, ADD MORE WATER; IF TOO STICKY, ADD MORE FLOUR. (IF USING FOOD COLOR INSTEAD OF TEMPRA, ADD IT TO THE WATER BEFORE MIXING IT.)

SALT PASTE

2 PARTS SALT
 1 PART FLOUR

POWDERED PAINT (TO COLOR)
 WATER



MIX SALT AND FLOUR. ADD PAINT. GRADUALLY STIR IN WATER UNTIL YOU HAVE A HEAVY PASTE. STORE IN AN AIRTIGHT CONTAINER. CAN BE USED LIKE REGULAR PASTE.

SALT PASTE WITH A TWIST: ADD BOILING WATER UNTIL YOU GET A LIQUID. BRUSH LIQUID PASTE OVER COMPLETED COLLAGE TO GIVE IT A LACQUERED FINISHED.

SQUEEZE GLITTER

1 PART FLOUR
1 PART SALT

1 PART WATER
FOOD COLOR

MIX THE FLOUR, SALT AND WATER. POUR INTO PLASTIC SQUEEZE BOTTLES. ADD FOOD COLOR. SQUEEZE ONTO HEAVY CONSTRUCTION PAPER. THE SALT WILL GIVE A GLISTENING QUALITY.





SECTION V

CONCLUSION





SUMMARY

Although skill proficiency may not be the main goal of the activity, skill development will surely be an outgrowth of the activities.

Non-participation in activities by staff is one of the disasters of activity programming. The prime consideration should be active participation. The staff desires should be secondary to the group's needs. Staff participation is also a motivator to encourage student participation.

Evaluation is a necessary part to doing any activity. The following examples may assist you in devising or developing your own form of evaluation. Anecdotal records and observation are also a valuable method of evaluation. It is important to document the success or failure of an activity.

Table I and Table II may assist in devising data sheets for evaluation.

An anecdotal record may state observations. For example: "J" actively participated in the water play activity. Although she seemed easily distracted, she enjoyed pouring water from one container into another independently.

She needed both verbal and physical prompts when asked to put more toys into the water. The activity would have been more successful if less objects were introduced. Pouring would have been enough for one activity. Other objects could have been introduced at another time.

Hopefully, Molasses, Feathers and Egg Shells will assist in making the job a little easier. This book is a resource that has unlimited possibilities for expansion. It is up to the individual child care worker to adapt the existing resources and create new ones.

The last several pages of this Section are blank so that you may create your own recipes to add to the original book. Through your own creative processes, a plethora of activities can be developed to enhance the student's overall program. Remember, a key to successful programming is planning the activity, controlling or structuring the activity, implementing the activity and evaluating. If each of these components is incorporated into the program, then the child



care worker is on his way to a successful, organized and fun program.

GOOD LUCK!

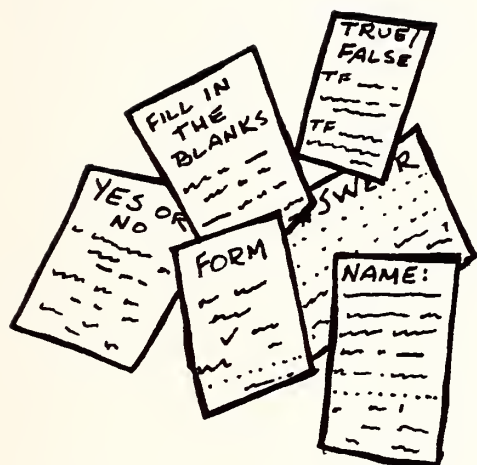




SECTION VI

EVALUATION FORMS

ARTS AND CRAFT IDEAS



EVALUATION FORMS
ARTS AND CRAFT IDEAS

THIS IS YOUR SECTION!

THE EVALUATION FORMS ARE SAMPLES THAT CAN BE ADAPTED TO FIT YOUR SPECIFIC NEEDS OR POPULATION OF STUDENTS.

THE BLANK PAGES ARE PROVIDED FOR YOU TO MAKE YOUR OWN RECIPE BOOK FOR ARTS AND CRAFT IDEAS.



TABLE I
PARTICIPANT EVALUATION

Student's Name: _____		Unit: _____		Date: _____			
<u>AREAS</u>							
Play/Games	POOR	1	2	3	4	5	EXCELLENT
Sports	POOR	1	2	3	4	5	EXCELLENT
Nature	POOR	1	2	3	4	5	EXCELLENT
Hobbies	POOR	1	2	3	4	5	EXCELLENT
Arts & Crafts	POOR	1	2	3	4	5	EXCELLENT
Field Trips	POOR	1	2	3	4	5	EXCELLENT
Drama	POOR	1	2	3	4	5	EXCELLENT
Music	POOR	1	2	3	4	5	EXCELLENT
Cooking	POOR	1	2	3	4	5	EXCELLENT
Television	POOR	1	2	3	4	5	EXCELLENT
Parties	POOR	1	2	3	4	5	EXCELLENT
Gym	POOR	1	2	3	4	5	EXCELLENT

COMMENTS:



LEISURE ACTIVITY EVALUATION PARTICIPANT

STUDENT: _____

ACTIVITY: _____

YES NO

____ ____ 1. Did you enjoy the activity? If no, why? _____

____ ____ 2. Did you help plan the activity?

____ ____ 3. Did the activity meet your expectations?

____ ____ 4. Would you like to do this again?

____ ____ 5. Would you like to be more involved in planning?

____ ____ 6. Were there enough supplies or resources available?

____ ____ 7. Would you change the activity in any way? If so, how? _____



TABLE IIACTIVITY ANALYSIS

ACTIVITY: _____ DATE: _____

STAFF: _____

STUDENTS INVOLVED: _____

1. For this activity the demands of required behavior were:
 _____ High _____ Medium _____ Low
2. Can the demands change without losing the value of the activity?
 _____ Yes _____ No
3. Is the amount of control:
 _____ High _____ Medium _____ Low
4. Can the source of controls be changed to help those who may have difficulty with the present source of controls?
 _____ Yes _____ No
5. Are the provisions for physical movement:
 _____ High _____ Medium _____ Low
6. Is the physical movement required so limited that it may cause fatigue?
 _____ Yes _____ No
7. Is the physical movement required so demanding that it overwhelms?
 _____ Yes _____ No
8. Is the skill requirement:
 _____ High _____ Medium _____ Low
9. What are the physical skills required?
10. What are the mental skills required?
11. Are the provisions for interactiveness (co-activeness):
 _____ High _____ Medium _____ Low
12. Is the interaction mostly:
 _____ Verbal _____ Non-Verbal _____ Both
13. Will the interaction cause aggressiveness or friendly relations?
14. Is the reward structure:
 _____ High _____ Medium _____ Low
15. Are there mostly intrinsic or material rewards?



16. Does the activity have available lead-up activities?
____ Yes ____ No
17. Is the number of participants needed for the activity flexible?
____ Yes ____ No
18. Can the number of participants be changed to help achieve developmental goals?
____ Yes ____ No
19. When is the best time to have the activity to help the children most?
____ After Dinner ____ Before Bedtime ____ After School
Why?
20. What part of the activity, equipment, movement, space, people, noise, smell, and temperature may scare or inhibit the child?
21. Is the activity age appropriate?
____ Yes ____ No
22. On the back of this form an analysis of this activity, based on your students and the answers to the questions above, has been made. There are four major questions that this analysis should answer about your activity.
- A. Can your goals for the activity be accomplished in view of this analysis?
 - B. Could you use this activity to accomplish other goals?
 - C. Why might this activity be successful with children?
 - D. Why might this activity not be successful with children?



'S ARTS AND CRAFTS IDEAS

ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____



ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

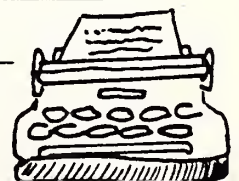
ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____





ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

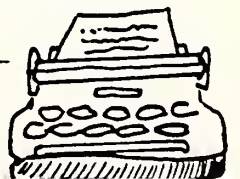
ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____



ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

ACTIVITY: _____

MATERIALS: _____

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FACILITATES SKILLS: _____

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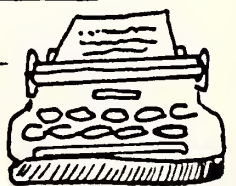
ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____





ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

ACTIVITY: _____

MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

LEVEL OF FUNCTIONING: _____

ACTIVITY: _____

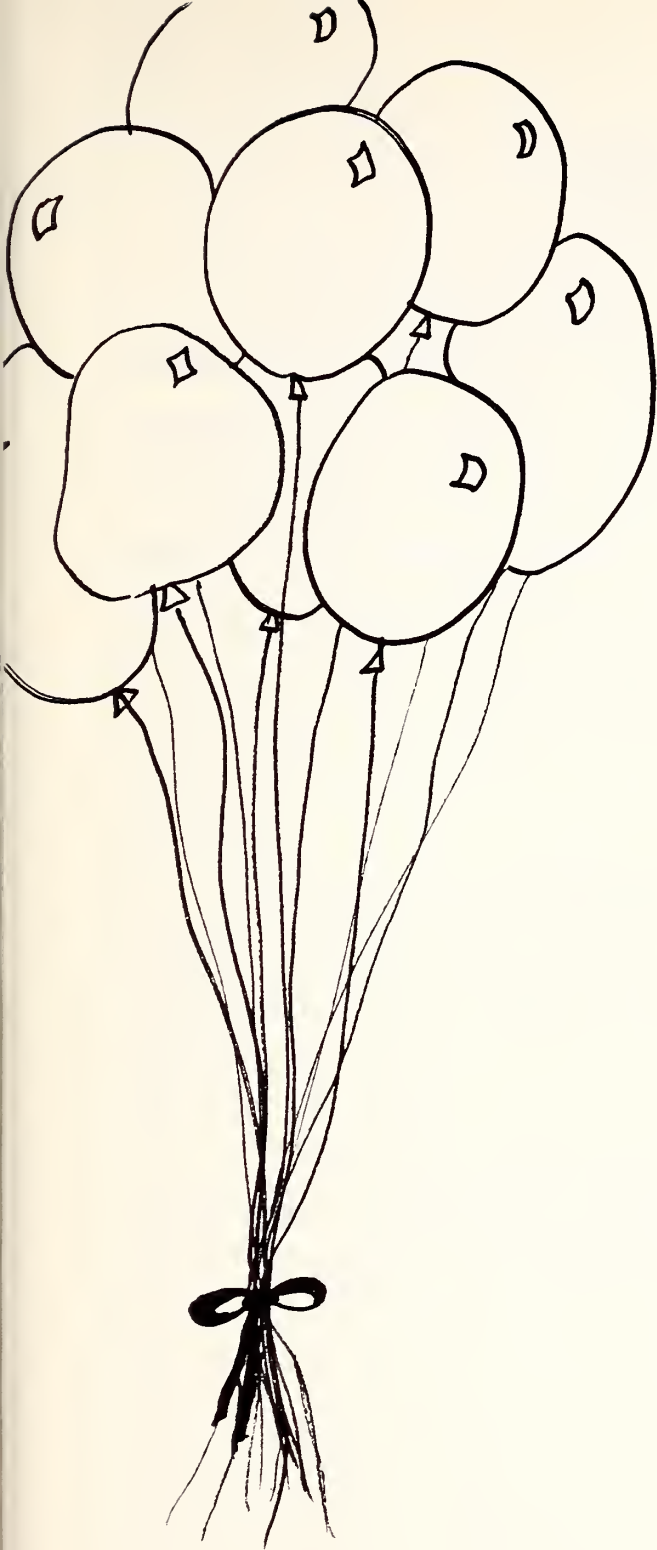
MATERIALS: _____

PROCEDURE: _____

FACILITATES SKILLS: _____

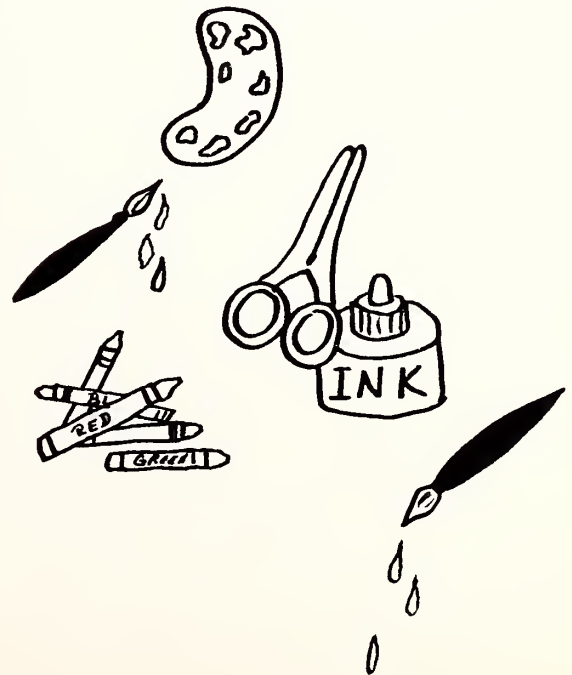
LEVEL OF FUNCTIONING: _____





SECTION VII

SERVICE ORGANIZATIONS RESOURCES FOR STAFF





SERVICE ORGANIZATIONS
RESOURCES FOR STAFF

There are a wide variety of organizations and groups whose primary functions are to provide an extensive range of services. The following entries are multi-service centers. Although some are local to Baltimore in origin and orientation, they provide a base to establish a network of resources. They include government agencies as well as private, non-profit groups. Most serve either city or suburban constituencies. Some of the agencies are based on the East Coast, and many serve a cross section of recreation disciplines and interests, as well as a cross section of health services available in a community.

The directory highlights may be of service to community recreation groups. Few guides exist and the following listings include subjects ranging from funding sources, health organizations and recreation organizations to magazines available.

Through these agencies and publications, additional resource ideas may be developed. Agencies and organizations are very helpful in providing information or referring you to different agencies that may be of assistance.



CHILD RELATED SERVICE ORGANIZATIONS

American Association of Elementary Kindergarten-Nursery Education 1201 16th Street Washington, D.C. 20036	Children's Foundation 1521 16th Street, N.W. Washington, DC
American Montessori Society 175 Fifth Avenue New York, NY 10010	Children's Rights, Inc. 3443 17th Street, N.W. Washington, DC 20010
Association for Childhood Education International 3615 Wisconsin Avenue, N.W. Washington, DC 20016	Coalition for Children and Youth 815 15th Street, N.W., Suite 600 Washington, DC 20005
Association for Children with Learning Disabilities 4156 Library Road Pittsburgh, PA 15234	Council for Exceptional Children 1920 Association Drive Reston, VA 22091
Association for the Care of Children's Health 3615 Wisconsin Avenue, N.W. Washington, DC 20016	Council on Adoptable Children, Inc. 875 Avenue of the Americas, Rm. 200 New York, NY 10001
Association on American Indian Affairs, Inc. 432 Park Avenue, S New York, NY 10016	Council on Standards in Human Service Education Western Washington University Bellingham, WA 98225
Child Abuse Committee National Legal Resource Center for Child Advocacy and Protection Second Floor, S 1800 M Street, N.W. Washington, DC 20036	Day Care and Child Development Council of America 711 14th Street, N.W. Washington, DC 20005
Child Development Associate Consortium 805 15th Street, N.W. Washington, DC 20005	Education Commission of the States 1860 Lincoln Street, Suite 300 Denver, CO 80295
Child Study Association of America 50 Madison Avenue New York, NY 10010	Educational Development Center Early Childhood Education Study 55 Chapel Street Newton, MA 02150
Child Welfare League of America, Inc. 67 Irving Place New York, NY 10003	Family Service Association of America 44 E. 23rd Street New York, NY 10010
Children's Defense Fund 1920 New Hampshire Avenue, N.W. Washington, DC 20036	Interstate Consortium on Residential Child Care Department of Human Services 22 South Warren Street Trenton, NJ 08625
	Maryland Committee for Children 608 Water Street Baltimore, MD 21202



National Action for Foster
Children
7301 Bradley Boulevard
Bethesda, MD 20034

National Assembly of National
Voluntary Health and Social
Welfare Organization
291 Broadway
New York, NY 10007

National Association for Education
of Young Children
1834 Connecticut Avenue
Washington, DC 20009

National Association for the
Education of Young Children
1843 Connecticut Avenue, N.W.
Washington, DC 20007

National Black Child Development
Institute, Inc.
1463 Rhode Island Avenue, N.W.
Washington, DC 20005

National Center for Community
Action
1328 New York Avenue, N.W.
Washington, DC 20005

National Commission on
Resources for Youth
36 W. 44th Street
New York, NY 10036

National Committee for Prevention
of Child Abuse
111 E. Wacker Drive, Suite 510
Chicago, IL 60601

National Consortium for Child
Mental Health Services
1424 16th Street, N.W. #201A
Washington, DC 20036

National Council of Juvenile
and Family Court Judges
University of Nevada
P.O. Box 8000
Reno, NV 89507

National Council of State Committees
for Children and Youth
39 Kirkland Street
Cambridge, MA 02138

National Council on Crime
and Delinquency
Continental Plaza
411 Hackensack Avenue
Hackensack, NJ 07601

National Councils of Mental
Health Center, Inc.
2233 Wisconsin Avenue, N.W.
Suite 322
Washington, DC 20007

National Mental Health Association
Headquarters
1800 N. Kent Street, 2nd Floor
Arlington, VA 22209

National Network of Runaway
and Youth Services, Inc.
1705 DeSales Street, N.W.
8th Floor
Washington, DC 20036

National Youth Work Alliance
1346 Connecticut Avenue, N.W.
Washington, DC 20036

Organization of Regional, State and
Provincial Child Care Associations
Child Welfare League of America
Suite 310
1346 Connecticut Avenue, N.W.
Washington, DC 20036

Save the Children (National Office)
48 Wilton Road
Westport, CT 06880

Save the Children (Southern States Office)
1182 W. Peachtree Street, Suite 209
Atlanta, GA 30309

Southern Association fo Children
Under Six
Box 5403, Brady Station
Little Rock, AR 72215

Southern Regional Education Board
130 Sixth Street, S.W.
Atlanta, GA 30313



CHILD RELATED
CLEARINGHOUSES/RESOURCE CENTERS

Child Welfare Information Exchange
 c/o Mott-McDonald Associates
 11 Eye Street, N.W., Suite 501
 Washington, DC 20006

Project Share
 c/o Aspen Systems Corporation
 P.O. Box 2309
 Rockville, MD 20852

National Center on Child Abuse
 and Neglect Clearinghouse
 P.O. Box 1182
 Washington, DC 20013

National Clearinghouse for Home-
 Based Services to Children
 University of Iowa
 Institute of Child Behavior
 and Development
 Oakdale, IA 52319

National Indian CA/N Resource
 Center
 Native American Coalition of Tulsa
 P.O. Box 2646
 Tulsa, OK 74119

National Legal Resource Center for
 Child Advocacy and Protection
 American Bar Association/
 Young Lawyers Division
 1800 M Street, N.W., 2nd Floor, S.
 Washington, DC 20036

National Minority Resource Center
 Texas Migrant Council
 P.O. Box 917
 Laredo, TX 78040

National Professional Child Abuse
 and Neglect Center
 National Association of Social
 Workers
 American Public Welfare Association
 1425 H Street, N.W.
 Washington, DC 20005

National Resource Center for
 Minority Populations
 Alliance of Black Social Workers
 1540 N. 20th Street
 Philadelphia, PA 19121

National Resource Center for
 Minority Populations
 Alliance of Black Social Workers
 1924 W. Diamond Street
 Philadelphia, PA 19121



SERVICE ORGANIZATIONS

Aerobic Dancing and Exercises
 Ms. Peggy Taylor
 500 Lees Mill Road
 Hampstead, MD 21074
 239-8872 or 795-8986

American Cancer Society
 Public Education Department
 200 E. Joppa Road
 Towson, MD 21204
 821-7200 or 296-8254

American Legion (Parkville)
 2301 Putty Hill Road
 Baltimore, MD 21234
 665-3830

American Lung Association
 3 Lan Lea Drive
 Lutherville, MD 21093
 252-3091

American Red Cross
 Baltimore Regional Chapter
 2701 N. Charles Street
 Baltimore, MD 21218
 467-9905

Artists Equity Association, Inc.
 Washington, D.C. Area Chapter
 c/o Robert Stuart Cohen, Present
 11213 Powder Horn Drive
 Potomac, MD 20854
 (301)469-9669

Arts Management Program
 American University
 Massachusetts and Nebraska Avenues, N.W.
 Washington, D.C. 20016
 (202)686-2315

Baltimore Area Trails Council
 208 Branden Road
 Baltimore, MD 21212
 828-6921

Baltimore City Bureau of Recreation
 1129 N. Calvert Street
 Baltimore, MD 21202
 396-5675

Baltimore County 4-H
 9811 Van Buren Lane
 Cockeysville, MD 21030
 666-1025

Baltimore County Friends and
 Parents of the Retarded
 Suite 8
 758 Fairmont Avenue
 Towson, MD 21204

Baltimore County Historical Society
 9811 Van Buren Lane
 Cockeysville, MD 21030
 256-5628

Baltimore County Policy
 Community Relations Council
 400 Kenilworth Drive
 Towson, MD 21204
 494-2397

Baltimore County Recreation
 and Parks
 401 Washington Avenue
 Towson, MD 21204

Baltimore County Recreation Council
 3132 Yorkway
 Baltimore, MD 21222
 282-8125

Central Maryland Committee on
 Sickle Cell Anemia, Inc.
 Social Work Department
 730 Ashburton Street
 Baltimore, MD 21216
 889-1856

Chaselle Arts and Crafts
 9645 Gerwig Lane
 Columbia, MD 21046
 997-9611

Chesapeake Audobon Society
 P.O. Box 373
 Catonsville, MD 21228

Chesapeake Bay Foundation
 P.O. Box 1709
 Annapolis, MD 21404
 268-8816



Compared to What
Suite 306
715 G Street
Washington, D.C. 20001
638-5525

Cultural Alliance of Greater Washington
805 Fifteenth Street, N.W.
Suite #419
Washington, D.C. 20005
(202) 638-2406

D.C. Commission on the Arts and Humanities
1012 14th Street, N.W.
Suite 1203
Washington, D.C. 20005
724-5613

D.C. Department of Recreation
3149 16th Street, N.W.
Washington, D.C. 20010
673-7660

D.C. Public Library for the Arts
901 G Street, N.W.
Room 410
Washington, D.C.
727-1331

D.C. Wheel Productions, Inc.
4509 Frederick Place
Kensington, MD 20895
(301) 946-5671 or 652-8588

Dairy Council of the Upper
Chesapeake Bay, Inc.
202 Carroll Building
8600 LaSalle Road
Towson, MD 21204
321-1335

Maryland Arts Council
15 West Mulberry Street
Baltimore, MD 21201
685-6740

Maryland Commission on Physical
Fitness
201 W. Preston Street
Baltimore, MD 21201
383-4040

Maryland High Blood Pressure
Coordinating Council
415 N. Charles Street
P.O. Box 17025
Baltimore, MD 21203
539-0821

Maryland National Capital Park
and Planning Commission
Arts Division
Department of Parks and Recreation
6600 Kenilworth Avenue
Riverdale, MD 20840
699-2450

Metropolitan Dance Association
1511 K Street, N.W.
Suite 1028
Washington, D.C. 20005
347-7861

National Endowment for the Arts
2401 E. Street, N.W.
Columbia Plaza
Washington, D.C. 20506
634-6369

National Health Screening Council
for Volunteer Organizations, Inc.
Towson State University
Department of Nursing
Burdick Hall
Room 109
Towson, MD 21204
321-2000

Prince George's County "Pioneer
Beep Ball"
Program for the Visually Impaired
13211 Greenmount Avenue
Beltsville, MD 20705

Prince George's County Public
Relations Association
P.O. Box 644
Upper Marlboro, MD 20870

S&S Arts and Crafts
611 Cabot Street
District Heights, MD 20747
735-3524



The Support Center
1709 New Hampshire Avenue, N.W.
Washington, D.C. 20009
(202) 232-0100

Touch Toys, Inc.
5004 Rodman Road
Bethesda, MD 20014
(301) 229-8751

Washington Early Music Society
342 N Street, S.W.
Washington, D.C. 20024
(203) 671-8761

Voluntary Action Center of
Central Maryland
711 W. 40th Street
Rotunda, Suite 328
Baltimore, MD 21211
467-1600

Voluntary Action Center of
Central Maryland
711 W. 40th Street
Rotunda Suite 328
Baltimore, MD 21211
467-1600

The Writer's Center
Glen Echo Park
Glen Echo, MD 20768
299-0684

YMCA
Black Rock
Butler, MD 21023
771-4244

YMCA
4008 White Avenue
Baltimore, MD 21206
426-2457

DIRECTORIES AND GUIDES

D.C. Gazette Guide

Published annually by:
The D.C. Gazette
1739 Connecticut Avenue, N.W.
Washington, D.C. 20009
232-5544
Price: \$2.00

Grants and Aid to Individuals in the Arts

Published by:
Washington International Arts
Letter
325 Pennsylvania Avenue, S.E.
Washington, D.C. 20003
488-0800
Price: \$15.95

The Media Fact Book

Published by:
Communications Department
United Way
95 M. Street, S.W., Room 306
Washington, D.C. 20024
488-2062
Price: \$7.00 or \$8.80 by mail

Millions for the Arts

Published by:
Washington International Arts Letter
325 Pennsylvania Avenue, S.E.
Washington, D.C. 20003
488-0800
Price: \$20.00

National Directory of Arts Support by Private Foundations (No. 3)

Published by:
Washington International Arts Letter
325 Pennsylvania Avenue, S.E.
Washington, D.C. 20003
488-0800
Price: \$55.00

National Directory of Arts Support by Business Corporations

Published by:
Washington International Arts Letter
325 Pennsylvania Avenue, S.E.
Washington, D.C. 20003
488-0800
Price: \$65.00



Washington Artists News

Published by:
 Artists' Equity Association, Inc.
 Available from:
 Elizabeth Koenig
 9014 Charred Oak Drive
 Bethesda, Maryland 20034
 469-9669 or 469-9189
 Price: \$2.00 per year (bi-monthly)

Washington V

Published by:
 Potomac Books, Inc.
 P.O. Box 40604
 Washington, D.C. 20016
 338-5774
 Price: \$27.50

PUBLICATIONSArtsfare

Published by:
 The Maryland-National Capital
 Park and Planning Commission
 Prince George's County
 Arts Division
 6600 Kenilworth Avenue
 Riverdale, Maryland 20840
 699-2450

Galleries Magazine

P.O. Box 3705
 Washington, D.C. 20037
 338-8346
 Price: \$5.00 per year or
 \$.25 per copy

Metropolitan Dance Association
Newsletter

1511 K Street, N.W.
 Suite 1028
 Washington, D.C. 20005
 347-7861

The Quarterly

Published by:
 Maryland Arts Council
 15 West Mulberry Street
 Baltimore, Maryland 21201
 685-6740

Therapeutic Recreation Journal

Published by:
 National Recreation & Parks Association
 3101 Park Center Drive
 Alexandria, VA 22302
 Price: \$15.00 per year

Washington Review

P.O. Box 50132
 Washington, DC 20004
 638-0515
 Price: \$7.50

SUPPORT AGENCIES

State Agency for Crippled Children's
 Children's Services
 New Jersey State Department of Health
 Crippled Children's Services
 P.O. Box 1540
 Trenton, NY 08625

New Jersey ARC
 92 Bayard Street
 New Brunswick, NJ 08901
 201-246-2525

Arthritis Foundation
 1212 Avenue of the Americas
 New York, NY 10036



National Foundation
March of Dimes
1275 Mamaroneck Avenue
White Plains, NY 10605

American Cancer Society
219 E. 42nd Street
New York, NY 10017

United Cerebral Palsy Associations, Inc.
66 E. 34th Street
New York, NY 10017

National Cystic Fibrosis Foundation
3379 Peachtree Road
Northeast
Atlanta, GA 30326

American Diabetes Association
18 E. 48th Street
New York, NY 10017

Epilepsy Foundation of America
1828 L Street, N.W.
Suite 406
Washington, D.C. 20036

Alexander Graham Bell Association
for the Deaf
1537 35th Street, N.W.
Washington, D.C. 20007

Deafness Research Foundation
366 Madison Avenue
New York, NY 10017

John Tracy Clinic
807 West Adams Boulevard
Los Angeles, CA 90007
(Education of deaf children)

National Association of
Hearing and Speech Agencies
814 Thayer Avenue
Silver Springs, MD 20910

National Association of the Deaf
814 Thayer Avenue
Silver Springs, MD 20910

American Heart Association
44 East 23rd Street
New York, NY 10010

National Hemophilia Foundation
25 West 39th Street
New York, NY 10018

Committee to Combat Huntington's
Disease
200 West 57th Street
New York, NY 10019

National Kidney Foundation
116 East 27th Street
New York, NY 10010

Joseph F. Kennedy, Jr. Foundation
Suite 205
1701 K Street, N.W.
Washington, D.C. 20006
(Mental Retardation)

National Association for Mental Health
1800 North Kent Street
Rosslyn, VA 22209

National Multiple Sclerosis Society
257 Park Avenue, South
New York, NY 10010

Muscular Dystrophy Associations of
America, Inc.
810 Seventh Avenue
New York, NY 10019

Foundation for Child Development
345 East 45th Street
New York, NY 10017
(Orthopedic disorders)

National Easter Seal Society for
Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, IL 60601

National Pituitary Agency
Suite 503-T
210 West Fayette Street
Baltimore, MD 21201

American Lung Association
1740 Broadway
New York, NY 10019

Center for Sickle Cell Anemia
College for Medicine
Howard University
520 W Street, N.W.
Washington, D.C. 20001

Foundation for Research and Education
in Sickle Cell Disease
421-431 West 120th Street
New York, NY 10027



American Foundation for the Blind
15 West 16th Street
New York, NY 10011

National Council to Combat Blindness
41 West 57th Street
New York, NY 10019

National Society for the
Prevention of Blindness
79 Madison Avenue
New York, NY 10016

OTHER ORGANIZATIONS RELATED TO HANDICAPPING
CONDITIONS/INDIVIDUAL NEEDS

American Legion
National Child Welfare Division
P.O. Box 1055
Indianapolis, IN 46206

National Association of State Programs
for the Mentally Retarded
c/o Robert Gettings, Executive Director
20010 Jefferson Davis Highway
Arlington, VA 22202

American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206

National Committee of Employment
of Youth
145 E. 32nd Street
New York, NY 10016
(Division of National Child Labor Comm.)

B'nai B'rith Career and
Counseling Service
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

National Health Council
1470 Broadway
New York, NY 10019

Federation for the Handicapped, Inc.
211 West 14th Street
New York, NY 10011

National Parents and Teachers
Association (PTA)
700 North Rush Street
Chicago, IL 60611

Foundation for Child Development
345 E. 46th Street
New York, NY 10017

National Urban League
55 E. 52nd Street
New York, NY 10022

Goodwill Industries of America, Inc.
1218 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Spastic Children's Foundation
1307 West 105th Street
Los Angeles, CA 90044

Vocational Guidance and
Rehabilitation Services
2239 E. 55th Street
Cleveland, OH 44103



PROFESSIONAL ASSOCIATIONS

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, IL 60204

American Association for Health,
Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036

American Association for Maternal
and Child Health
116 South Michigan Avenue
Chicago, IL 60603

American Association on Mental
Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

American College of Obstetricians
and Gynecologists
79 West Monroe Street
Chicago, IL 60603

American Diabetes Association
18 East 48th Street
New York, NY 10017

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

American Occupational Therapy
Association
251 Park Avenue, South
New York, NY 10010

American Personnel and Guidance
Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20036

American Psychological Association
1200 17th Street, N.W.
Washington, DC 20036

American Public Health Association
1015 18th Street, N.W.
Washington, DC 20036

American Rehabilitation Counseling
Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009
(A division of the American Personnel
and Guidance Association)

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, DC 20014

American Vocational Association
1510 H Street, N.W.
Washington, DC 20005

Council for Exceptional Children
1201 16th Street, N.W.
Washington, DC 20036
(A Department of the National
Education Association)

Maryland Association of Child Care
Workers
P.O. Box 416
Columbia, MD 21045

Maryland Recreation and Parks
Association
P.O. Box 278
College Park, MD 20740

National Catholic Educational
Association
One Dupont Circle
Washington, DC 20036

National Council for Homemaker -
Home Health Aide Services, Inc.
1740 Broadway
New York, NY 10019

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

National Organization of Child
Care Workers Association, Inc.
67 Irving Place
New York, NY 10003

National Recreation and Parks
Association
3101 Park Center Drive
Alexandria, VA 22302

National Rehabilitation Association
1522 K Street, N.W.
Washington, DC 20005



CANADIAN ORGANIZATIONS

Alberta Association of Child
Care Centres
#1 8207-104 Street
Edmonton, Alberta
T6E 4E7

British Columbia Child Care
Services Association
#302 2515 Burrard Street
Vancouver, British Columbia
V6J 3J6

Canadian Psychological Association
558 King Edward Avenue
Ottawa, Ontario
K1N 7N6

Child Care Worker's Association
of Alberta
Box 63, Station T
Calgary, Alberta
T2E 2G7

- or -

Box 11360
Edmonton, Alberta
T5J 3K6

Child Care Workers Association
of Ontario
Box 90
Beston, Ontario
M9B 3M6

L'Association des Psycho-Educateurs du Quebec
Tal-Estrie Cartie Psycho-Educatif
Case Postal 180
Waterville, P. Quebec
____ 3H0



GOVERNMENT AGENCIES

National Vocational Guidance
Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
(A division of the American Personnel
and Guidance Association)

Closer Look
P.O. Box 19428
Washington, D.C. 20036
(A National Special Education
Information Center sponsored
by the U.S. Department of
Health, Education and Welfare)

Health Services and Mental
Health Administration
Rockville, MD 20852

Library of Congress
Division for the Blind and
Physically Handicapped
Washington, D.C. 20542
(Free library services for the
visually and physically handicapped)

U.S. Department of Labor
President's Committee on Employment
of the Handicapped
Washington, D.C. 20542

U.S. Public Health Service
National Institutes of Health
Public Information Officer
Bethesda, MD 20014
(Information about specific birth
defects)

U.S. Social Security Administration
Division of Disability Operations
6401 Security Boulevard
Baltimore, MD 21235

U.S. Civil Service Commission
Washington, D.C. 20415

U.S. Department of Health,
Education and Welfare
Children's Bureau
Washington, D.C. 20201

U.S. Department of Health,
Education and Welfare
Office of Child Development
P.O. Box 1182
Washington, D.C. 20013

U.S. Department of Health,
Education and Welfare
Office of Education
Washington, D.C. 20202

U.S. Department of Health,
Education and Welfare
Office of Education
Bureau of Education for the Handicapped
Seventh and D Streets, S.W.
Washington, D.C. 20036

U.S. Department of Health,
Education and Welfare
Rehabilitation Service Administration
Washington, D.C. 20201

U.S. Department of the Interior
National Park Service
Washington, D.C. 20240



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Gunn, Scout and Peterson, Carol. Therapeutic Recreation Program Design Principles and Procedures. Prentice Hall. Englewood Cliffs. 1978.

Manuel, Jerilyn. Notes from History, Philosophy and Recreation Class. Morgan State University. Baltimore, Maryland. October 1980.

National Recreation and Parks Association. "Philosophical Position Statement". National Therapeutic Recreation Society. Alexandria, Virginia. May 1982.

Skorko, Richard. "Activity Analysis". Supervisor of Group Living. The Maryland School for the Blind. Baltimore, Maryland. 1982.

_____. Child Care Observation. Reference file compiled by Donna Ensor Reihl. The Maryland School for the Blind. Baltimore, Maryland. 1976-1982.





ABOUT THE AUTHOR

Donna Ensor Reihl is the Recreation Supervisor/Residential Program Specialist at The Maryland School for the Blind. She has been at the School for seven years. Donna began working as a houseparent in the Multi-handicapped Unit and has done the activities in the Recipes Sections with the students in the Unit.

She has a Bachelor of Arts degree in Anthropology from the University of Maryland, College Park, and a Master of Science degree in Recreation Administration and Supervision from Morgan State University (1982). Donna has presented workshops at State, National and International conferences on Child Care.

Donna is a former board member and a current member of The Maryland Association of Child Care Workers. She is registered with the National Therapeutic Recreation Society as a professional, and is a member of the Maryland Recreation and Parks Association and the National Recreation and Parks Association.



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R273 Molasses, feathers and
M731 egg shells: activities
for visually impaired
c. i multi-handicapped

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15 WEST 16th STREET
NEW YORK, N.Y. 10011

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